

# 2021 March Moderation - Report



Which meeting is this report for?

Foundations Level 2

## Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall, Element 3, Element 4, Element 5, Element 6

Sample 1 - What rating (or ratings) has the group assigned this sample?

E3: C; E4:C; E5: C; E6: C. Overall: C range

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Element 3:

Student attempted to use language employed in sport reportage and being in the 'inner sanctum' of sport. 'Touted' and 'white hot' a good attempt to create dramatic element to the writing.

Element 4:

Context statement framed imaginative as a more intimate reveal or behind the scenes. Actual task reads more as a journalistic account. Student called text a multiple short story narrative. Includes sub headings and pictures indicating employment of some structural devices but little control evident.

Element 5:

Little discussion about why student chose to structure the text and deliver it in this mode and how this related to what they were trying to achieve. Concerns around a perceived disparity between the context statement and the actual reportage. Context indicates aiming for a set of short stories and the outcome did not fit this.

Element 6:

Good use of the language for sports reporting to engage intended audience; used appropriate elements although the form was somewhat confused. There was a structural format but there wasn't a review or reflection or clear on who the audience was and where it was pitched. Confusion of text type and audience meant the student wasn't really controlling, selecting and applying their language and text structures.

Sample 1 - What evidence would you need to see in order to

Context statement needed to explain why the student chose the text type. More control over language features and form. Purposeful selection of language and stylistic features. To attain in the A range, must demonstrate control over genre,

assign a higher rating (or ratings)?

ideas, language features.

Sample 1 - Summary of group consensus with comments to element level if applicable.

Conscious that we want to reward the student for what is there. Some discussion around C+/B- being tricky to determine. What pushes it into the B- range? In this instance, to secure a B rating, there needed to be purposeful selection of features and style as well as consensus between context statement and imaginative piece. Agreed that this work is a solid C.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Show students samples of work. Discuss distinct features of different genres. Ensure context statements are consistent with imagined text. Advise student to be clear about structure and articulate what the structure is, the purpose behind it and intended audience. Language consistently applied to suit form, purpose and audience. Support student with proofreading and editing their work.

### Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall, Element 3, Element 4, Element 5, Element 6

Sample 2 - What rating (or ratings) has the group assigned this sample?

E3: A; E4: A; E5: A; E6: A. Overall: A

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Element 3:

Student controlled language features effectively. Agreed that student has interest and appreciation for the genre.

Element 4:

Good structural control throughout including use of dialogue, paragraphing, chapters. Icon on each chapter was a nice touch. Appropriate structure for the genre of teen horror. Well-crafted and strong piece for a Level 2, taking inspiration from, and paying homage to, the two original texts.

Element 5:

Student justifies reasons and choices for imaginative. Context statement well researched and referenced.

Element 6: General agreement that imaginative was engaging and captivating, leaving readers in suspense and creating impact. Some concerns around lack of control of appropriate elements in conclusion, but agreement that text was well written.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

This sample was strong, achieving an A.

Element 4:

If anything, address the 'control' issues around the conclusion of the story.

Element 5: There was some discussion around 'review' and 'explain'. When does explanation become review? Some teachers felt student did not articulate in the context statement that they reviewed elements and have changed parts as a result of their final piece. Others felt terminology in the context statement pushes it over to be a review. Therefore, ensure context statement is reviewing choices, structures and features rather than simply explaining.

Sample 2 - Summary of group consensus with comments to element level if applicable.

Teachers conscious that they want to reward what is there. Despite some clumsiness, this is quite a sophisticated piece.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

As mentioned earlier, clarity around 'explain' and 'review'. Show samples of student work.

### Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Element 3, Element 4, Element 5, Element 6

Sample 3 - What rating (or ratings) has the group assigned this sample?

Pre-submissions suggested a range. Divisive sample! General consensus after moderation of a C.

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Element 3:

Some groups felt language features were strong, others felt language features were not necessarily appropriate. Others wanted to reward the skill in being able to construct another language.

Element 4:

Structure was clearly a song. Succinctness and concise language are important here. Structure of English/Welsh unique.

## Element 5:

Original idea but disconnect between text and context statement. Sense of brevity and lack of clarity with context statement being unfinished. Nothing to refer text back to.

## Element 6:

All agreed it was original, engaging and imaginative. Evident control over song/poem. Limited to no acknowledgement of intended audience. Negotiated Study encourages student exploration in area of interest and this student is clearly interested in Welsh culture.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

## Element 4:

Further development of context statement ensuring ideas are cohesively organised.

## Element 5:

Student to be counselled to clearly describe mode, intended audience and thinking behind the task.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Some consensus that this is a C graded task, although again, a sense of wanting to reward student for their creativity and the uniqueness of the task. Acknowledgement that familiarity with the original text helps inform grading of samples.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Show examples of effective context statements - perhaps a proforma where student identifies original text, inspiration behind imaginative response, intended audience and how to cohesively express these ideas.

Proofread/edit work.

### Planning for September Moderation 2021 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Samples needed for Criterion 1 and Criterion 4 at the March Moderation meeting: Teachers are asked to submit a Module 1 multimodal or Module 2 multimodal.

State the name of the person who will be providing the samples for moderation

Patrick Oakley

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

NA

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Consideration of reduction of elements for clarity  
Student-friendly language for elements  
Reduction of summative assessment tasks