

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

English Level 3

Moderation Details for Calibration - Sample 1

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

Criterion 1 = Overall

Criterion 6 = Overall

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

Criterion 1 (Overall): t+

Criterion 6 (Overall): t+

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

Student does demonstrate some understanding conventions of dystopian fiction, including methods of control, and some comparison between Miller and Atwood's texts required for Criterion 1.

In terms of "explaining" the sample offers very little clarity of ideas and discussion.

In terms of Criterion 6, the student lacks control of language, though spelling is the most significant concern.

Although there is some sophisticated terminology and vocabulary, it is difficult to decipher throughout the essay.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

The student's spelling is of primary concern, and an improvement to this component of the task would make a significant impact on the legibility of the overall task.

Student could benefit from developing clarity of syntax.

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

Element 1 of Criterion 6 and its emphasis on spelling and punctuation had a significant impact on the results. Overall, it was felt that weakness in this area precluded its ability to meet basic requirements regarding clarity of expression to pass C6 at the pre-tertiary English level.

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

The teacher would need to encourage further development of the student's expression-primarily through spelling and appropriate sentence construction-in order to ensure that the work is clear and readable.

Overall, the teacher may need to recognise that the student is not constructing work of a pre-tertiary standard.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall

Criterion 6 = Overall

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

Criterion 1 (Overall): C/C-

Criterion 6 (Overall): C

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

Although spelling is more fluent in this sample, the clarity and expression of the essay overall lacks flow and in several instances the punctuation is not clear.

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

Student could benefit from further reference to generic codes and conventions and the historical and cultural context that the text is composed in.

Reference to dystopian codes and conventions such as the protagonist could be more deeply linked to their role in dystopian fiction, rather than a comparison of ideas.

The student could work to develop the sophistication of their language, which participants noted was in many ways was less profound than version one.

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

Groups came to an overall consensus very quickly regarding this as a "C" range response. However, it was expressed that while the spelling was much better than sample 1, this second sample was quite weak in terms of the overall clarity of ideas expressed.

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

The teacher could encourage the student to work on basic sentence construction, including full stops.

The student may need to build a deeper understanding of what they are trying to communicate, using language in context with a clear understanding.

The teacher could further help the student develop their editing skills, re-drafting and refining the response.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall

Criterion 6 = Overall

Sample 3 - What rating (or ratings) has the group

Due to technical breaks in the zoom meeting, the group did not get time to discuss sample 3. The time constraints were further exacerbated by prolonged discussions on

assigned this sample?

what constitutes a pass rating for C6. These lengthy conversations were felt to be very useful and necessary.

Planning for March Moderation 2022 - Statewide Samples

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

For March 2022, the group has chosen to moderate module 2, The adaptation study. Criteria 2 and 6 (overall)

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

Kate Askey-Doran, Joanna Hobman, Shannon Badcock, Alison Farmer and James McGeachy

Sharing Resources

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

It has been noted by a teacher at the meeting, that the lack of a stem for Close Text Study essay questions makes it difficult to provide new and distinct options when undertaking in-class assessment. A word document has been placed in TEAMS for teachers to share examples of questions.

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:

Some newer teachers expressed confusion on how to access TEAMS. Links were posted in the chat to the Years 11 and 12 website, which provides information as to how to access the English Communities of Practice on TEAMS. Lisa Davies CL also followed up and provided information to specific teachers who requested assistance.

Members have suggested that further moderation of Criterion 6 as an essential criterion might be valuable. Particularly around establishing a pass fail

It was noted that while the intention of having the requirement that students need to pass Criterion 6 in order to pass the course is to ensure there is a minimum standard for a Level 3 Senior Secondary course, it may be having the opposite effect in that teachers lower standards to assist students passing.