

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 13, 2018 1:54 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	AM
Which Learning Area is this Report for?	English
Which AM Meeting is this report for?	English - English Applied Level 2
Moderation Leader Name	Sonja Peters
Moderation Leader Email	sonja.peters@education.tas.gov.au
Minute Keeper (if available)	Lyndon Riggall
Minute Keeper Email	lyndon.riggall1@education.tas.gov.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

Alison Purdon
Mel Gaffney
tracy Moon
Sonja Peters
Marjorie Cardwell
Lyndon Riggall
Kirsty Wilson
lynette kersnovski
Nicki Rogers
Tanya Wilson
Brittany Walker
Lauren Bovill

anyone who was extra on the day	Michael Allen Kellie Jordan
Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:	None
Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend	Fiona Hickman, Jen Mertes

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against	C1 C3
What rating (or ratings) has the group assigned this Sample?	Criterion 1: C- Criterion 3: C/C-
What evidence supports the rating (or ratings) the group has given	<p>Sentence structure is building towards C-level competency.</p> <p>Sections/sentences appear to be plagiarised.</p> <p>Spelling is largely functioning at both simple and complex levels.</p> <p>Punctuation is used as an aid to understanding, even if not always correct.</p>

What evidence would you need to see in order to assign a higher rating (or ratings)?	Proofreading process needs to be adhered to more adequately.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Further scaffolding and editing/proof-reading. Moderation note: It is helpful to know what the task description the student was working from is.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against	C1 C3
What rating (or ratings) has the group assigned this Sample?	Criterion 1: C Criterion 3: C/C+
What evidence supports the rating(s) the group has given	Student largely meets the assignment at standard.
What evidence would you need to see in order to assign a higher rating (or ratings)?	More evidence, examples and explanation. Starters supplied on worksheet are a great help. Expand upon ideas and arguments--including understanding of context.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Assignment actually has great scaffolding allowing student to build upon the assignment towards an A rating if they used the information supplied to inform their responses.
	Teacher might have led a greater discussion around the context and purpose of each speech in order to give

students the detail they required to succeed more strongly on the assignment.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C1
C3

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

Criterion 1: A Criterion 3: A

What evidence supports the rating(s) the group has given

Strongest of the three samples. Very accurately controls and conveys the style and form of a letter within its context, while building an emotional appeal on behalf of the writer.

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

Some generic elements to its structure.

Could provide a counter argument that gives further context to the persuasive nature of the text.

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

A slight amount a flair in the author's style might make the letter less pedestrian in its format.

Summary of any further samples moderated

Further samples - Criteria assessed against

C1

What ratings have the group assigned this/these Sample(s)?	None
What evidence supports the ratings the group has given	None
What evidence would you need to see in order to assign a higher rating (or ratings)?	None
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	None

Planning for September Moderation 2018

Are you planning on:	Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing
Please list the criteria to be moderated:	N/A
Briefly describe the type of task you plan to look at:	N/A
Please state the name of the person supplying the samples for the September	N/A N/A

moderation

Email

sonja.peters@education.tas.gov.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

Gothic Theme, Edgar Allen Poe.

Iqbal:- child labour

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

NA

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Sample 2
Sample 3

Any comments:

Sample 2 a good example of a C, Sample 3 a good example of a A