

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

Submission Time: March 14, 2018 3:24 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	PM
Which Learning Area is this Report for?	English
Which PM Meeting is this report for?	English - English Foundations Level 2
Moderation Leader Name	Joanna Hobman
Moderation Leader Email	joanna.hobman@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 anyone who was extra on the day

Carrie Dunham
Zoe Whiley
Matt Dawson
Taryn Conroy
Marianna Lebiezinska-Hedges
Mary Hateley
Amelia Diprose
Abdul-Karim Kamara
Joanna Hobman
lynette kersnovski
Carolyn Cox
Alarna Hingston
Amanda Pitt
Joanne Andriopoulos
David Hughes
Bob Ashby
Tobi Allan
Josie Emery

Kelly Allen
Gemma O'Halloran
Kate McCulloch
Nicki Conn

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

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Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C5
C6

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

C5 - C+; C6 - C+/B=

What evidence supports the rating (or ratings) the group has given

The work contained structural errors and not enough contrast between the two protagonists to provide balance and emphasise the second character's issues with belonging. Too many spelling and punctuation errors that weren't for effect, but simply weren't picked up in proofreading.

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

Thorough proofreading to pick up the mentioned errors. More focus on improving structure.

ratings)?

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

Focus on developing proofreading skills and patience, and more structural information on this type of response.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C5
C6

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

C5 - C; C6 - B

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

The work appeared sound on the surface, but clearly lacks key elements of the genre, namely subheadings, taglines, date, byline, captions and (c) info for images and a majority of simple sentences with some syntax errors. The photos were very general for such a dramatic topic. The student's context statement was, at time, unhelpful.

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

Complete the structures of an article; proofreading; more complex sentences.

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

Ensure the student understands what they need to include for the particular text type; proofreading and formatting.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against	C5 C6
What rating (or ratings) has the group assigned this Sample?	C5 - C+; C6 - C-
What evidence supports the rating(s) the group has given	The piece seems to be an internal monologue. It lacks structure - it's one big paragraph, has issues with punctuation, jumps around a bit in the story, particularly by contradicting itself at the end of the story.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Smooth transition between ideas and events; correct punctuation; paragraphs; increased word length.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Proofreading strategies; structure.

Summary of any further samples moderated

Further samples - Criteria assessed against	C5 C6
What ratings have the group assigned this/these Sample(s)?	C5 - A-/B+; C6 - B+
What evidence supports the ratings the group has given	Although the story generally flows well, it lacks complexity in use of language features and structure. The student demonstrates a lot of promise, though.

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

Increased complexity in use of language features and the flow of the story - a character who is introduced in the first paragraph suddenly disappears, and the audience never knows how this affects the protagonist; some young boys see the protagonist and try to interact with him but wander away, bored. The writer never reveals how the protagonist felt about this, missing a good opportunity to connect with the idea of difference and diversity.

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

Suggest ways to increase connection to the module learning outcomes e.g. emphasising the difference between the protagonist's childhood world and the confusing world of the refugee. Suggest ways to increase the complexity of sentence structure, etc, as this appears to follow the style of a memoir, suggesting the protagonist is reflecting back on the situation as an adult.

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:

QA meeting

Briefly describe the type of task you plan to look at:

QA

Please state the name of the person supplying the samples for the September moderation

Email

joanna.hobman@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.

Lion; Of Mice and Men; differentiated assessment tasks; making sure students understand the assessment criteria elements being assessed for each task.

Course Support

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

PL around engaging students in a pathway between level 2 and level 3 English courses.

Need a greater understanding of the connections between Essential Skills English and English Foundations and Applied.

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 1

Sample 2

Sample 4