

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

Submission Time: March 16, 2018 3:26 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 Literature Level 3
Moderation Leader Name	Griff Martin
Moderation Leader Email	griffith.martin@education.tas.gov.au
Minute Keeper (if available)	Roie Thomas
Minute Keeper Email	roie.thomas@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

Roie Thomas
Griff Martin
Christine Stocks
Helen Brown
Gillian Pitt
Graeme Brookes
Ian Murray
Fiona Lockwood
Marianna Lebiezinska-Hedges
Helen Dossier
Sharon Beattie

**anyone who was
extra on the day**

**Extras - please
enter the names
and schools (and
email addresses if
you have them) of
anyone extra who
wasn't on your
attendance list:**

na

**Apologies/absenc
es - please enter
the names and
schools (and email
addresses if you
have them) of
anyone on your
attendance list
who did not
attend**

na

Moderation and Annotations for Sample 1

**Sample 1 - Criteria
assessed against**

C6

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

B

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

did not have time to discuss

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

na

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

na

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C6

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

B

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

Though we did not have time to discuss this sample in depth, the group decided that the rating deserved a B rating. This is not what the sample received in its external marking: it as awarded a C on C6. This may require further discussion and clarification re disparity?

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

na

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C6

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

A+

What evidence supports the

Overtly 'I' with personal context provided. Values articulated clearly as background and the influence of

**rating(s) the
group has given**

the text on same. (6.2, 6.4)

Stylistic choices justified, such as 'you' second person; inclusive language, 'we' to suggest that all humanity shares the responsibility for ethical decision making. (6.3)

Anecdotal inclusion (terminally ill mother) to give more personal context. (6.5)

Topical scenarios (Don Dale) integrated to show ability to see correlations with current and local issues. (6.5)

Inter-disciplinary approach articulated - philosophy, science, religion, as converging in literature. This gives reader an insight to wider reading and knowledge and demonstrates student's capacity to make profound links. (6.3, 6.5)

Locating the text within its larger schema impressive - global scientific and ethical considerations. (6.5).

Makes distinction between her own affective and intellectual responses to the text as a reflection of a universal issue. (6.4)

Critical Response

Situating text within larger global context (6.5) - Dolly the Sheep and the text's 'big picture' in terms of public discourse around biotechnology and ethics.

"We are not engaging sufficiently in the morality of our own biotechnology" - evaluates composers' ideas (6.2)

"... as a prospective medical student intrigued by the possibilities of biotechnology ..." (expresses influence of text and the issues it contains upon own ideas values and perspectives, 6.4)

Awareness of values and perspectives in texts - "convince us that clones are humans" (6.2, 6.3). - "love triangle and characterisation emphasises their humanity" (6.2), quotation from text endorsing the values in text (6.2).

Awareness of the capacity of character to convey authorial perspective : "Ishiguro enables us to

experience first-hand her instinct ..." (6.2)

Identifies and analyses the positioning of the reader by text creator: Ishiguro's dystopian society dehumanises the clones (6.2, 6.3) and "we are positioned as readers to react in horror since it plays on our fear" (6.2, 6.4).

Student quotation from the novel skilfully embedded - extensive evidence from text (6.2) to illustrate understanding as well as analysis of the way stylistic features carry this: "...the juxtaposition of the "shining beacon" against "vast government homes" (6.3). Symbolic features also analysed (6.3) eg. the chest of drawers acts as a symbol of the clones' rough treatment. Later reference to characterisation and the humanity that emanates via character (6.2) "leads us to question whether our own morals ..." (6.4) "... and the legislature that upholds them have been dictated ..." (6.5).

Socio-cultural background and context embedded and analysed by way of reference to African slavery in America (6.5) and the modern-day equivalents of disrespect for certain lives "the dehumanisation of the biological products we create in laboratories" (6.5) with personal investment in this: "trade-off between saving lives through medial advancements and upholding ethical standards" (6.4).

Clearly expresses own place in the schema the novel represents and, by extension, own values and perspectives: "inspires us to look at them ... a result of the way we are treating them" (6.4).

Intertextuality of Frankenstein - drawing links which convey authorial ideas, values and perspectives (6.2) linking personal response and creator perspective (6.4, 6.5) via language features (6.3) "The characterisation of Madame and Miss Emily as noble thinkers and agents of change invites us to combat the disengagement in our own society".

Values and perspectives in the text (6.2) analysed and evaluated with reference to the frenetic social climate depicted, which does not allow "any time to engage in moral issues" as being very redolent of our own context (6.5) - and personal response to this "[Tommy's] relentless screams communicated a desperation that I could not help but weep for" (6.4).

Closes off with wide-angle, universal lens upon the story: "each year we are handed revolutionary medical breakthroughs ... (6.5) as well as personal perspective of individual responsibility within it "...yet rarely do we consider their moral implications" (6.4).

Creative response - examining contrary perspective as a concept considered to be sophisticated evidence of representing own and others' perspectives

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

na

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

na

Summary of any further samples moderated

Further samples - Criteria assessed against

C6

What ratings have the group assigned this/these Sample(s)?

A

What evidence supports the

Overtly 'I'; voice in reflective response 6.5 6.4 Context given and preconceptions re text. Opened up wider and

ratings the group has given	<p>new reading influencing own values and ideas.</p> <p>Identified big picture ideas 6.4 - compassion and empathy</p> <p>contextualisation - justification of point of view, conveyance of values through considered perspective. 6.3 6.4 6.5</p> <p>awareness of own place in the larger context of text and universal ideas, history and memory</p>
What evidence would you need to see in order to assign a higher rating (or ratings)?	na
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	na

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:	c1
Briefly describe the type of task you plan to look at:	hopeful to use common (section B) mid year exam to moderate on range of interpretation 'understanding and appreciation of ideas'

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

unknown to be determined

Email

griffith.martin@education.tas.gov.au

Sharing Resources

Course Support

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

While C6 states 'understanding of own and others ideas...' the elements themselves do not allow for the evidence to show examination of critics / secondary sources ??

6.3 evidence from the 'texts' - refer to primary and secondary?

There was some concerns raised regarding Criterion 6 elements:

6.3 and 6.5 are very similar and need either clarification or consideration of inclusion in standards given accreditation date 2018 is near., can changes be made

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 3
Sample 4

Any comments:

This will require some work