

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

**Submission Time:** March 13, 2018 3:53 pm

## Meeting Details

<b>Meeting Venue:</b>	North
<b>AM or PM session?</b>	PM
<b>Which Learning Area is this Report for?</b>	English
<b>Which PM Meeting is this report for?</b>	English - English Writing Level 3
<b>Moderation Leader Name</b>	Tanya Wilson
<b>Moderation Leader Email</b>	tanya.wilson@education.tas.gov.au
<b>Minute Keeper (if available)</b>	Steve van Ommen
<b>Minute Keeper Email</b>	svanommen@mrc.tas.edu.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**

Sharyn Lawrence  
Glenn Wyllie  
Lyndon Riggall  
Tracy Moon  
Craig White  
Anne Gunn  
Samuel Holmes  
Kelly Wilson  
Melissa Bernacki  
Marjorie Cardwell  
Gillian Pitt  
Leanne Courto

**anyone who was extra on the day**

Ruby Lyons-Reid  
Cheryl Gamble  
Steve van Ommen  
Jenna Squire  
Gina Slevac

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

Thomas Roie, David Hearn, Sharon Beattie

**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**

Elizabeth Williams, Jen Mertes

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria assessed against**

C1

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

A

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

Erudite, original,

Generally considered to be highly engaging and enjoyable piece to read

Even though some aspects may have been 'a little twee' on balance ; still highly original

Incomplete reference list (misprint?) but not enough to bring the student down (no actual plagiarism)

<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	NA
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	NA

**Moderation and Annotations for Sample 2**

<b>Sample 2 - Criteria assessed against</b>	C1
<b>What rating (or ratings) has the group assigned this Sample?</b>	t
<b>What evidence supports the rating(s) the group has given</b>	<p>Lack of control of language</p> <p>Lack of clear audience and purpose</p> <p>Lacking in direction and clarity of purpose</p> <p>Only very loose attempt to connect to genre</p> <p>Very pedestrian, bland, clichéd, lacking in features of genre (thriller)</p> <p>Under the word count</p> <p>While they have had 'a good go' it was felt that it was a shame that the Level 2 course was not available to place this student.</p>

<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Much more evidence of editing, refinement of dialogue formatting, more accuracy with punctuation and referencing.
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	<p>Many felt it was unlikely that this student could do better than this and that it is a shame the Level 2 course was discontinued.</p> <p>However, one strategy to try would be to have them write a structured response in which they are specifically directed to address each of the elements (ie a scaffolded response)for their Reflective Statement. The student also would benefit from an understanding of the thriller genre to build suspense and plot elements.</p>

**Moderation and Annotations for Sample 3**

<b>Sample 3 - Criteria assessed against</b>	C1
<b>What rating (or ratings) has the group assigned this Sample?</b>	NA
<b>What evidence supports the rating(s) the group has given</b>	NA
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	NA
<b>What actions would you recommend for teachers to help the student attain a higher rating (or</b>	NA

ratings)?

## Summary of any further samples moderated

**Further samples -  
Criteria assessed  
against**

C1

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

NA

**What evidence  
supports the  
ratings the group  
has given**

NA

**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:**

Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing

**Please list the  
criteria to be**

2

<b>moderated:</b>	
<b>Briefly describe the type of task you plan to look at:</b>	Two full folios
<b>Please state the name of the person supplying the samples for the September moderation</b>	Tanya Wilson
<b>Email</b>	tanya.wilson@education.tas.gov.au

## Sharing Resources

<b>Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.</b>	<p>Moth story telling 10-15 minutes true stories from people's lives told without notes available on YouTube or podcasts.</p> <p>Butterscotch Rhino Don College (student work)- useful resource for sharing how ideas are developed.</p>
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## Course Support

<b>Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:</b>	Participants to email Lisa Davies directly with ideas for PL.
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## 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?**

**Any comments:**

Sample 1

Other: Sample 2 is not of level 3 standard (in the meeting group's opinion) but still a useful comparison.

Two participants at the meeting realised that they had accidentally mixed up their ratings for the two samples.