

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

Submission Time: March 21, 2018 8:53 am

Meeting Details

Meeting Venue:	South
AM or PM session?	AM
Which Learning Area is this Report for?	English
Which AM Meeting is this report for?	English - English Level 3
Moderation Leader Name	Frances Moore
Moderation Leader Email	fran.moore@education.tas.gov.au
Minute Keeper (if available)	Gillian Goldsworthy
Minute Keeper Email	ggoldsworthy@smc.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

Ineke	Laning
Michael	Dobber
Susan	Hawkins
Matthew	Preston
Douglas	Pybus
frances	moore
Heather	Hankinson
Adam	Chambers
Nadine	Frick
Marco	Guerzoni
Luke Jackson	
Alison	Savage

anyone who was extra on the day

Jennifer Miller
Kristin Leeds
Anita Manners
Kate Dewar
Shannon Badcock
Naomi Colbeck
Felicity Leonard
Therese Heland
Penny Strus
Rita Hickey
Elizabeth Delaney
Mel Wall
Gillian Goldsworthy
Lorise lark
Michael Steedman-Cross
JANE DUTTON

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

emma puszka

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3

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

C+

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

SAMPLE 1: Light Between the Oceans

Fourth element: own and others' interpretations. Could justify their interpretation with reference to adopting or rejecting others' interpretations.

Evidence What they needed to do to achieve a higher rating

Brought lots of ideas in the text

Historical context tied to meaning of text

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

Lack of focus, lots of ideas without proper analysis. It needed to state what the author invites readers to think more clearly and why

Identifies points rather than provide additional information (doesn't fit the 'explain' definition in the glossary)

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

Use more evidence from the text

Perspectives missing: different interpretations

ratings)?

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C3

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

A-/B+

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

The Secret River

Personalised, unique interpretation of and engagement with text

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

Could justify more of their own interpretation, historical context (eg. her values, specific events), implicit but not explicit.

What actions would you recommend for

How texts convey perspectives- eg. stage direction for a play rather than just character.

teachers to help the student attain a higher rating (or ratings)?

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C3

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

Could not reach a consensus between tables C, B, B, C+

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

Role of the narrator, Death. Different perspectives of this device/construct. Zusak's intended purpose.

Discussion of others' opinions

This was another approach on how to write an essay. It doesn't have the 'personal' (I) voice but it is able to engage with different perspectives. Engaging with reviewers is a way to discuss perspectives, it doesn't have to include critical literary lens.

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

More textual reference required to justify their response. More analysis.

Reviewer quotations require greater analysis.

But, student does not have a clear perspective or opinion of their own. It is a review, rather than an analysis of the novel. Or even a review of the reviewers' opinions.

Needed to touch on the 'key moments' of the novel (since this is the topic)

How the text conveys these perspectives is missing.

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

Within the text or outside the text- perspectives?

Summary of any further samples moderated

**Further samples -
Criteria assessed
against**

C10

**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:	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:	criterion 2 and criterion 4
Briefly describe the type of task you plan to look at:	<ul style="list-style-type: none">• Cr 4 (compose and craft responses to texts): internally vs externally. Difference between these; marks externally are less A/B results.• Criterion 2 and 4 is recommended from teachers in the South.• How to get samples? Annotate conditions that the piece is written under.• Teachers to e-mail them to Fran by end of July. possibly mid year exam samples
Please state the name of the person supplying the samples for the September moderation	frances moore
Email	fran.moore@education.tas.gov.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that	<p>Sharing resources/ideas:</p> <ul style="list-style-type: none">• 1984 play version is difficult. Could there be reconsideration of text list? Can it be the novel instead on the list? What is the process and deadline to do this?
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were shared in
the meeting.

- Resources on frontier have moved to canvas.

Login: 1112courses.cv

Password: 1112courses.cv

Course Support

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

annotated exemplars are very helpful and this PL was valued at the end of last year.

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?

Other: Maybe end of year exam scripts are not the best option for this project. Possibly there might be some suitable submissions for September moderation or we could request from the group

Any comments:

note taker had difficulty accessing this proforma to complete so this has been done after the meeting