

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

Submission Time: March 23, 2018 3:31 pm

Meeting Details

Meeting Venue:	South
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	Mel Wall
Moderation Leader Email	mel.wall@education.tas.gov.au
Minute Keeper (if available)	suze Quinn
Minute Keeper Email	suze.quinn@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

Jane Dutton
Veronica Marshall
Anna Forward
Michael Dobber
Douglas Pybus
Penny Leder
Adam Chambers
Michael Steedman-Cross
Selena Eaves
Rachel Graham
Annette Logan
Luke Jackson

anyone who was extra on the day	Mel Wall Shannon Badcock Suze Quinn Kym Johnson Beth Coombe
Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:	Beth Coombe; Angela Strk; Nadine Flick
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	N/A

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against	C5 C6
What rating (or ratings) has the group assigned this Sample?	Criterion 5: C+ Criterion 6: B-
What evidence supports the rating (or ratings) the group has given	Criterion 5: C+ *The text responds to an idea. It suits the purpose of a fantasy texts; specific genre, audience.(element 2) *Some development of character (element 3) *Language features selected but not fully controlled; hard to follow; slightly confusing structure(element 4)

Criterion 6: B-

- * Accurately spells common words; deliberate spelling mistakes but didn't obstruct meaning (element 1)
- * Varied sentence structure but tense was a little confusing (element 2)
- * General language choices were sound and related to context; enhancing the character (Element 3)
- * Accurate use of semicolon. Too many other basic mistakes (element 4)
- * Adolescent voice was a bit overdone but the register fit the character (element 5)
- 8 Slightly confusing sequence (element 6)

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

Criterion 5:

- *An improvement in the quality of structure. The structure of a short story needs to be improved.
- *Better signposting of change of voice.

Criterion 6:

- *Evidence of proofreading and editing
- *Editing down the teenage voice
- *sequencing of ideas; a more structured flow of time for example

What actions would you recommend for teachers to help

Focused feedback on the structure of a short story.
Modelling the arc of a short story.

the student attain a higher rating (or ratings)?

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C5
C6

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

Criterion 5 : C+ Criterion 6: B

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

Criterion 5

*Imagined the murder of Donald Trump: could have been more imaginative; adhered to the genre; Used columns, images and headlines, but not effectively. No by-line or quotes; but includes quotes from other sources. Is it a lazy choice? Mundane article, imaginative development not really there (element 2)

*Used formal language suitable for a feature article; third person, quotes (Element 3)

*Some paragraphs needed reordering. Doesn't quite follow the structure of a news article(element 4)

*Text structure relevant to audience but could have been more interesting/engaging (element 6)

Criterion 6

*Good spelling. Well proof read (element 1)

*Run on sentences; sentence too long. Sentences and word choice are everyday and common, not really specialised or technical (element2)

*Language was particular and specialised to subject matter (element3)

*Punctuation aided in understanding but needed improvement (element 4)

*Appropriate register used; switches between formal news voice and slightly register- last quote (element 5)

*Some paragraphs required reordering and needed inverted triangle structure. Third paragraph was good (element 6)

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

Criterion 5

*Needs greater control of news structure. More context; clarify of information, some indication of Trumps place in the world/peoples attitudes towards him. Use of images needs improvement; by-line, subheadings

Criterion 6

*More control of the text type, needs awareness of intended audience. structure was hindering the engagement of the text.

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

Have students read and annotate feature articles to develop their understanding of structure and the elements appropriate to engage the intended audience.

Sample 3 - Criteria assessed against

C5
C6

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

Criterion 5: C Criterion 6: C-

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

Criterion 5

*student has understood original text and voice of Vern; the change of theme is clear. However, knowledge of text form and type is not evidenced (element 2)

*It 'Tells' not 'Show'. Language provides some contribution to the character's voice (element 3)

*Text moves quickly/suddenly between ideas. The structure is problematic; one long paragraph, no recognition of importance of character at the seminal moment-climax (element 4)

*Lacks engagement; internal monologue/ stream of consciousness is not effectively controlled (element6)

Criterion 6

*Common spelling mistakes. Use of contractions (element 1)

*Missing words. Repetition of words. Simplistic, sometimes confusing sentences (element 2)

*Issues with expression; 'over of how much' 'and mind goes races' 'this the wake up call I need' (element 3)

*Punctuation impedes on meaning; meaning is lost through errors with full stops, commas and capitals (Element 4)

*Informal register which is suitable for the text but not effectively controlled (element 5)

*Sequence is okay but not structured to aid meaning or engage audience

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

Criterion 5

*Needs to use paragraph breaks and some intertextuality (character's world and experiences). Needs to include more narrative events.

Criterion 6

*Editing and proofreading

*Replace commas with full stops

*improvement in sentence structure

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

It was identified that this would be a good in-class- one lesson- writing task that could then be used the following lesson to develop students' editing and proofreading skills

Summary of any further samples moderated

Further samples - Criteria assessed against

C5
C6

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

Criterion 5 : A Criterion 6: B+

What evidence supports the ratings the group

Criterion 5

has given

*Response strongly to the idea of difference and diversity using a current issue. Effectively imagines the voice and perspectives of 'other'; humanises the 'other'(element 2)

*Figurative language is used well and past tense used skilfully (element 3)

*Good short story structure (element 4)

*The use of the backstory provides context for the reader and impacts on the engagement of the text and creates an emotive response (element 6)

Criterion 6

*Spelling is good. Good use of specialised vocabulary (element 1)

*Effectively uses a range of sentence structures (element2)

*Uses thoughtful vocabulary; not too complicated as fitting a child's voice (element 3)

*Some issues with run-on sentences throughout. Requires more full stops/semicolons. Punctuation for dialogue not accurate (Element 4)

*Register is effectively used to convey meaning (element 5)

*The structure works well but could use more, shorter paragraphs

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

Criterion 6

rating (or ratings)?

*Proof reading and editing; focus on punctuation

*Structure; formatting of paragraphs

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 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 moderation

N/A N/A

Email

mel.wall@education.tas.gov.au

Sharing Resources

Course Support

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