

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

English Writing Level 3

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 1, Element 2, Element 3, Element 4, Element 5

Sample 1 - What rating (or ratings) has the group assigned this sample?

A-

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Evidence to support the rating in Sample:

- Highly imaginative
- Voice fresh
- Diversity, originality, comedy, symbolism
- Purpose and audience implicitly stated
- Lots of nuanced/sophisticated language
- Diverse pieces
- Lots of examples of language sophistication across pieces, variety in quality across
- Nice match between voice and language
- Language use captures playful and acerbic voice to add humour

Evidence of variety of sources (1.1)

Issues with assigning a rating were raised as no Reflective Statement was provided which presents

challenges of assessing 1.1 and 1.5

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Piece of advice to Student:

- Don't overwrite with language usage

<p>Sample 1 - Summary of group consensus with comments to element level if applicable.</p>	<ul style="list-style-type: none"> -Laboured language should be considered when editing -'Less is more' -Indented paragraphing/blocks should be applied as per guidelines
<p>Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>A- [there was little variation between groups] . It was noted that some variation in the pre-assessment ratings may have been due to the lack of Reflective Statement].</p> <p>It is recommended that the teacher could support the student in understanding and refining editing skills and knowledge of guidelines:</p> <ul style="list-style-type: none"> -Don't overwrite with language usage -Laboured language should be considered when editing -'Less is more' -Indented paragraphing/blocks should be applied as per guidelines

Moderation Details for Calibration - Sample 2

<p>Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 1 = Element 1, Element 2, Element 3, Element 4, Element 5</p>
<p>Sample 2 - What rating (or ratings) has the group assigned this sample?</p>	<p>B+</p>
<p>Sample 2 - What evidence supports the rating (or ratings) the group has given?</p>	<p>Positives evident in Student Sample:</p> <ul style="list-style-type: none"> -Positives/to be rewarded -Originality in pieces -Controlled ideas -Good degree of language sophistication
<p>Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Student to work on developing knowledge of the publishing guidelines:</p> <ul style="list-style-type: none"> -In English Writing, with MLA8, we can use footnotes. But the reference in the footnotes can be the same if it is in text. That's what creative writers use in the uni. -Line breaks or indenting - must be one or the other. -Greater variation amongst pieces, not as much subtlety/nuance -Edit to remove repetition

- Consider formatting of paragraphs [particularly between narrative and analytical]
- Tidy up contents page
- Maintaining strength of writing
- Draw stronger connections between mentioned texts and how these have influenced their writing

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Support student to develop editing skills and knowledge of guideline requirements for publishing.

Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criterion 5

State the name of the person who will be providing the samples for moderation

Glen Wyllie

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

None shared

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

The Level 2 has to be different from the Level 3.