

2021 March Moderation - Report



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 2 = Overall

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?

The student has a strong sense of language as being appropriate to the form of each piece.

The student engages clearly with genre and form, creating structure.

The Writing Project demonstrates a playfulness in construction utilising the literary form in a way that is innovative and engaging.

The student has carefully selected the titles of pieces and linked this to the tone and content of the piece itself.

Imagery across pieces is powerful, compelling and memorable.

The student has largely been accurate and utilises terminology from different contexts in the work itself.

The student utilises techniques of diction very effectively, including cadence of language.

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

Student could demonstrate clearer awareness and consideration of a particular audience in relation to the selected pieces through the pieces themselves.

Student could provide more clarity to inform the reading of the screenplay form by markers.

Student could make language choices more appropriate to context, audience and intended effect.

Student could refine dialogue.

Sample 1 - Summary of group consensus with comments to element level if applicable.

A-
General consensus set this folio on the borderline of an A-/B+ for Criterion 2.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

A teacher could be explicit in teaching the technical elements of the screenplay form, encouraging the student to be very clear about their choices in relation to how they utilise this form following other writers' examples.

The teacher might encourage some further emphasis on considering individual language choices and how to elevate the student's expression.

The teacher could encourage more refinement in order to avoid repetition and some editing to trim weaker/less relevant components of the narrative.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

C

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Student does show some basic clarity in language use and is consistent in terms of point of view and purpose.

Some sense of experimental structure in first piece.

The folio lacks the required "shades of meaning" for a "B" standard response. Does not illicit a particularly profound emotional or intellectual response.

Has issues with tense, grammar and diction.

Demonstrates a lack of diversity in perspectives-all pieces are first person.

Dialogue is basic.

Fails to utilise figurative and sensory language.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Student could be encouraged to develop techniques such as symbolism and experimentation with language.

Student could utilise a broader range of perspectives and compose a stronger sense of character and voice.

Student could be clearer regarding tense.

Sample 2 - Summary of group consensus with comments to element level if applicable.

Student might wish to consider the general nature of screenplay writing and the challenges in showing techniques that might be quite simple to demonstrate in using other literary forms.

C.

Consensus was generally that the folio should remain in the "C" range of assessment on this criterion.

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

A teacher could encourage the student to avoid generalised nouns and increase specificity in both dialogue and narrative itself.

The student does not appear to have capacity to utilise a broad range of techniques which could be improved with direct teaching or literary analysis and further reading.

Reading aloud while editing might encourage stronger language and a greater grasp of grammar and expression.

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 1 and Criterion 3 have both been suggested as overdue for further moderation. It has been suggested that a folio that includes poetry might offer a useful form to moderate.

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

Sharon Beattie (Scotch Oakburn)

Sharing Resources

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

For screenwriting, Save the Cat by Blake Snyder.

The BBC Writers Room features a number of manuscript quality screenplays including Happy Valley by Sally Wainwright.

Juno by Diablo Cody is a recommended screenplay.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to

TASC are asked to consider timely release of exam specifications and specifically referencing guidelines as the course is rapidly moving forward.

consider in relation to
this course: