

2018 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which AM Meeting is this report for?

English - English Level 3

Moderation Leader Name

Amelia Diprose

Moderation Leader Email

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Minute Keeper

Lyndon Riggall

Minute Keeper Email

lyndon.riggall@education.tas.gov.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.

Samuel	Holmes
Bronwyn	Sidebottom
Keren	Smithies
Nerissa	Snyders
Philip	Cabalzar
Griffith	Martin
James	McGeachy
Anne	Gunn
Gail	Harris
Amelia	Diprose
katia	duff
Joanna	Hobman
Lucy	King
Lyndon	Riggall
Rob	Pople
Steve	van Ommen
Chris	Cabalzar
Kelly	Wilson
Tanya	Wilson
glenn	wyllie

David	Hughes
Jim	Mayne
Joyce	Williamson
Rachelle	Littler
Liane	Gordon
Gemma	O'Halloran
Tracey	Owers
Elizabeth	Steven
Rebecca	Hodgkinson

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Mary	Hateley
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Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

C2

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against

A good borderline sample that could be either in the low A or the high B range. Offered good opportunity for discussion to see further improvement.

the standards

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?

B+

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

The group notes that the student speaks directly about the themes in the introduction and employs some evaluation throughout.

They do not adequately signpost the way changes that have been made directly links to the main themes

There was some discussion about the problem with not knowing the text well as teachers who taught the text felt they did not agree with students' perceptions.

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

More explicit reference to the main ideas/themes, many members of the group felt this was implied, but it needed to be sign-posted more clearly.

Some discussion did revolve around the word 'main' in descriptor and a few members felt that this response could have focused more on the characters they felt were 'most important' to extend discussion of 'main' themes etc.

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

Ensure that teachers are aware of the new course documents (with relation to Crit 2 element 4) as this has possibly not been updated on TASC website

Make sure that changes are directly connected to themes (main ideas) and named up explicitly throughout

Moderation Details for Calibration - Sample 2

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

Crit 2 = All elements

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

C/C- AND T+ (room was divided)

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

Some discussions of themes, although terminology "bogs down" detailed analysis.

Majority felt the essay certainly explained and gave appropriate evidence for some of its ideas.

Discussion was drawn back to again the descriptors and what 'explain' means. Was felt there was enough 'explanation' evident at times, with some analysis present (not sustained).

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

Less repetition of ideas and more expansion upon them. The student would benefit from making clear points in relation to the text rather than focussing on use of terminology. Building use of textual evidence (and more relevant evidence) to further points made.

Explain, evidence, analyse then lead onto the evaluate ... more logical processing to ensure ease of information transfer to marker

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

Teachers could encourage extension of the response with further detail and building to analytical expression.

Clarity in structure of essay. Help student to develop introduction writing and ensuring that their body paragraphs match with what they are lining up to follow in body of the essay.

Work with students more on the utilisation of evidence to support essay discussion.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each

Crit 2 = All elements

criteria being moderated and IF SELECTED the elements within that criteria

Sample 3 - What rating (or ratings) has the group assigned this sample?

C-

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Simplicity of language such as "bad guys"
Clearly does explain several elements of the adaptation being discussed, but not effectively and only in cursory detail.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More emphasis on transition from hypertext to hypertext
Explanation should be clearer and discuss why changes are made and the effect of these changes, rather than merely stating what some of them are.
Extension of language usage to the more formal

Sample 3- What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Teachers could focus on overriding themes and bigger ideas in relation to the process of adaptation and encourage the student to tease these out as part of their essay construction.
Formality of essay writing and structure.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

1 and/or 3 - perhaps 4 and 6 tied together?

Please enter the name and email address of the person providing the samples:

- -

Email

amelia.diprose@education.tas.gov.au

Sharing Resources

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

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Course Support

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

- It would be good to update the course glossary of terms, as well as sharing resources that link our course to ways of processing through these ideas in mainland institutions.
- Many teachers remain confused about internal/external perspectives and how they should be understood and expressed in English 3. They would like a Professional Learning opportunity to clarify this.