

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	English - English Applied Level 2
Moderation Leader Name	Sarah Cappelli
Moderation Leader Email	sarah.cappelli@education.tas.gov.au
Minute Keeper	Alison O'Donnell
Minute Keeper Email	alison.odonnell@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.**

Sara Hooper - Reece High  
Steven Park - St Helens  
Kawajit Kaur - St Helens  
Damien Pursell - Penguin DHS  
Alison O'Donnell \_ Wynyard High  
Patrick Bakes - Circular Head Christian School  
Kerrie Flynn - Marist RC  
Rose Anna Castigliari Latrobe High School  
Cathy Burk - Launceston Christian School  
Gerard Leary - Hellyer College  
Mel Gaffney - Don College  
Elise Davey - Ulverstone Secondary College  
Briony Bambridge - Prospect High  
Louise Fitzgerald - Scotch Oakburn  
Josh Harris - Launceston Big Picture School  
Paul Hudson - Port Dalrymple School  
Lauren Bovill - Smithton High  
Lynette Kerswowski - Leighlands Christian School  
Dannielle Butler - Scottsdale High School  
Fiona Hickman - Launceston Church Grammar Sch  
Simone Rigby - Newstead College  
Jo Faulkner - Newstead College  
Helena Winnberg - Launceston College

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

Bob Ashby - Sheffield School

Moderation Details for Calibration - Sample 2

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

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

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

A-/B+

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

E2 - sophisticated ideas and examples provided.  
 Some discussion that there weren't any suggestions, provided by the author, for the specific colours in the image, for example. That said, there are some examples eg. 'feel the freshness of the examples'. Marks ranged from B to A.E3 - deserved an 'A' as detailed examples were provided.E1 - B/B+ - examples are there but not accurately described.  
 Note - It was easier to moderate this task as the stimulus had been provided. but, whether or not the image was chosen or supplied also influences analysis of the response. Also, how long did the students have to complete the task?

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

More detailed examples eg. what colours do they see?  
 Could have discussed the technical elements of the photo....English Applied involves analysis of the persuasive techniques.  
 Could have used some contrasts - comparing it to another type of image eg. another type of day.  
 Remove some of the repetition - this detracts from the persuasion.  
 Aim for depth.

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

There could be gender bias in this task....supply a range of images around a concept or idea so that students may choose the image to be analysed.

Sample 2 - What actions would you

Teacher could have encouraged students to analyse the technical elements in the image.

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

Do the students know the difference between 'describe' and 'interpret', for example? Students need to be reminded about what they need to do in order to reach an A standard.  
Provide encouragement to the students.

**Moderation Details for Calibration - Sample 3**

**Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion**

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

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

t/t+

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

Lack of linking back to the theme of 'Drugs and Alcohol'. Therefore, some points became irrelevant. E3 - describing their own response in paragraphs 3, 2 and 5. Some plagiarism in the document. Including second half of paragraph 3 and the conclusion. If we were submitted this piece of work, we would be asking for a re-submission due to the plagiarism. However, some of the work is the student's own.

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

More evidence from the research but without plagiarism.  
Essay structure.

**Sample 3 - Summary of group consensus with comments to element level if applicable.**

Most of us are in agreement that the grades should reflect the level of plagiarism.

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

Discussion was had around the lack of the task - made it difficult to assess the moderation samples. We needed to know what the text was based upon. The English Applied Course on CANVAS should have a graphic organiser/template that all teachers can access (heavy scaffolding of the task), thus promoting consistency in teaching methodology and standard of assessment. Assists in communication, also. Students should submit draft, include in-text referencing, link concepts within the essay. They should also ask for assistance. Self-assessment.  
Teachers to provide the student with a list of vocabulary.  
Teacher to focus upon referencing and plagiarism. Focus on TASC Academic Integrity - course on CANVAS that students should watch. Teachers to ensure all students understand the TASC Academic Integrity policy.  
Teachers need to ignore the volume of work submitted but rather consider the

evidence provided against the standards.

### Planning for September Moderation 2019 - Statewide Samples

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

English Applied 2 is involved in Quality Assurance.

### Sharing Resources

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

CANVAS course good guide - too much content though. Better to do less and cover concepts well.  
Why is there a disparity between CI in English Applied the criterion that is a must pass for English 3 and Foundations?  
Would be valuable where teachers can share their ideas through CANVAS within a course...

### Course Support

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

Graphic Organiser/template for teachers to use consistently for essay planning.  
CANVAS course that we can all contribute to..... 1/2 day or a whole day to develop ideas for our scopes - sooner rather than later. English Applied is one of the largest courses in the state.