

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which PM Meeting is this report for?

English - English Foundations Level 2

Moderation Leader Name

Jane Hendriks

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Minute Keeper

Jessica Allan

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Jessica.allan@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.

Jessica Allan  
Tobi Allan  
Kelly Allen  
Sara-Jane Bergamini  
Rose Anna Castigliari  
Nicki Conn  
Matt Dawson  
Amy French  
Mel Gaffney  
Adele Geard  
Jane Hendriks  
Fiona Hickman  
Cameron Hindrum  
David Hughes  
Marianna Lebidziniska-Frost  
Vicki Lovell  
Tracey Owers  
Jennifer Pollard  
Simone Rigby  
Tracey Rogers  
Amanda Williams  
John Farrow  
Ryan Wiese

Apologies/absences - please enter

the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

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

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

Criterion 2: B- Criterion 3: B

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

Student weighted both texts equally and used quotes effectively. Student undertakes analysis and shows knowledge of texts.

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

Rewriting, editing and proofreading. Student could provide more contexts, explore stereotypes, draw comparisons and explain class. Clearer relation to literary techniques and key terms such as "underdog" and "working class". Unpacking quotes with more depth and analysis, explain why they matter. Identifying and commenting upon mode, medium and text purpose. Student could unpack texts further and comment upon themes. Analysis needs to be refined and developed in order to receive an A.

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

C2. B- C3. B

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

Guide students to undertake further analysis and use quotes better. Teach students ideas, values and attitudes clearly so they can respond to criteria better. Use elements/criteria as key teaching points and planning guides. Focus on voice, attitudes and values of characters. Teacher could revise with student and help them improve the text in order to achieve a higher result.

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

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

Criterion 2: B Criterion 3: B-

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

Criterion 2, student has discussed themes that unite the texts and identifies literary techniques and offers explanations to why this is important to consider. Student has done well to respond to the question as it is complex and the piece describes ideas, values and attitudes as well as contexts and responses. Criterion 3: Student has a sustained voice through the text and uses examples in a way that improves the text. The structure of the text is strong and uses paragraphs strongly. Student analysis could go further and develop argument further. Strong writing ability which could be improved with proofreading.

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

Teacher could make the question more specific and make the task clearer. The task needs to be broken up into more achievable chunks. The student could achieve a higher result by being focussed on one or two elements instead of several elements. For C3, student could display more analysis and refine their argument structure.

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

Group agreed on a B rating with three people identifying B+ and one identifying B-. There was a lot of discussion over task design and teacher direction of the student. C3, majority B-, 2 for C+ and 5 for B.

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

Teacher could improve direction of the task and clarify to student whether they are writing about the song or the video clip. Assignment question may be too broad, asking too much of the student, too many things to do at one time. Students may be overwhelming by providing the text in too many media forms, such as the lyrics and the video. Student may be stronger if focused on one version. Tailor the assessment tasks to the question, the songs aren't both solely Australian songs. Student could refine argument and proofread.

### Moderation Details for Calibration - Sample 3

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

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

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

Criterion 2: C+ Criterion 3: C+

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

Student has completed most of the question in depth, however student hasn't discussed language and structure. Student needs to revise and pay attention to language conventions and spelling. Student could refine their language and proofread. Student has attempted analysis and there is evidence of a structure and analysis.

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

Student could refer to the writing, language and structure. Student could partake in higher analysis. Reference to family in the text. Student writes in a bit of a disconnected way, piece is a bit jarring.

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

We cannot assess C2, E1 as the essay is about one text. Element 2 is the one that is the most evident in the text. Student is good at identifying ideas and issues but could have analysed the text further. Is the task possibly overly scaffolded or plagiarised? C3, One for C, nine for C+ and 7 for B-. C3, four for C, 8 for C+. Could we have context statements for our samples? How much background were students given, when was the task undertaken, what procedure is in place in the classroom?

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

Once again question could be simplified to allow student to focus on specific elements. Student could improve on proofreading and language structure. Task design could be tailored to the criteria. Task does not allow student to meet all elements of C2.

### Planning for September Moderation 2019 - Statewide Samples

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

QA meeting in September

moderation.

### Sharing Resources

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

English applied must pass certain criteria; why do foundations have different criterion? Not a requirement of foundations. For the QA, more high range A level student samples, what exactly constitutes an A?

### Course Support

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

Some A samples and what constitutes an A.