

2018 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which PM Meeting is this report for?

English - English Writing Level 3

Moderation Leader Name

Tanya Wilson

Moderation Leader Email

tanya.wilson@education.tas.gov.au

Minute Keeper

Tanya Wilson

Minute Keeper Email

tanya.wilson@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.

Craig	White
Holly	Barnewall
Jane	McInarlin
Marjorie	Cardwell
Anne	Gunn
Melissa	Bernacki
Roie	Thomas
Steve	van Ommen
David	Hearne
Kelly	Wilson
Tanya	Wilson
glenn	wyllie
tracy	moon
Sharon	Beattie
Cheryl	Gamble
Kate	Rockliffe
Gina	Slevec
Ruby	Lyons-Reid
Jenna	Squire

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

Samuel	Holmes
Gillian	Pitt
Sharyn	Lawrence

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 2

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

Criterion 2 All elements

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

The language is consistent through all four pieces. The devices seem to be natural and point of view and voice is sustained. Vocabulary choices are sound and there is some usage of figurative language. Voice is consistent with purpose, genre and text type. It clearly solicits some emotional/intellectual response, but doesn't necessarily evoke this.

Recommendations: the level of impact and sophistication of language could be strengthened, more experimentation and diversity of language choices, rather than all conversational tone and style. Vocabulary needs extending - variation of syntax so this is more complex.

Summary of any further samples moderated (CONFERENCING or FOLIO) - Sample 1

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

Crit 2 = All elements

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 felt there were some lovely vocabulary choices in places and the folio contained evidence of emerging sophistication and experimentation. The prose piece was considered stronger overall, with some beautiful imagery. There were moments of wonder in the poetry but the group did not feel this was sustained. The Reflective Statement was not effective in outlining the purpose of artistic choices and lacked sophistication.

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

More consistent control of language choices would elevate the standard of this folio. The Writing Project was considered to be very inconsistent in standard with the poem 'Blanket' more successful than other pieces. The sonnet 'In my Eyes' was considered not as successful, with some forced imagery in order to create the rhyming scheme. The Reflective Statement needed to provide more information about the writer's artistic choices and would be strengthened by a more formal register.

Sample 1 - Summary of group consensus at element level with comments

The discussion was more focused on the overall effectiveness of Criterion 2 rather than specific element analysis.

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

More specific analysis of each image, within poetry, to ensure clarity of meaning.

Alerting the student to the consequences of forcing imagery to fit rhyming schemes. Helping the student to understand their artistic choices and purpose in order to better inform the reader in their Reflective Statement. It was also felt the order of the pieces in the folio could be better organised for effectiveness. Avoidance of cliched language, e.g. 'sweet as flowers in an open valley', 'bird imprisoned in its cage'.

Summary of any further samples moderated (CONFERENCING or FOLIO) - 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?

B

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

Point of view and voice is sustained. Language consistent across all four pieces. Voice is consistent with purpose, genre and text type. There is some effective figurative language used. Vocabulary choices are sound and these felt 'natural', reflecting the conversational tone and style.

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

More sophistication and experimentation with language. More manipulation/diversity of voice.

Sample 2 - Summary of group consensus at element level with comments

Discussion was focused on Criterion 2 as a whole, rather than recording against specific elements.

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.

Criterion 4 in March and Criterion 3 in September.

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

Gina Slevac

Email

gina.slevac@stpatricks.tas.edu.au

Sharing Resources

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

The review function to mark students' work in Canvas was discussed as helpful to give students feedback on their work. A similar app was also recommended: www.hemingway.app.com

The TATE workshop, featuring Rosie Kerin, was also recommended on Friday 21/9.

The text: How Writing Works by Roslyn Petelin was also shared as a general guide and resource for Module D.

Course Support

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

Participants would like more exposure to Module D resources and other experimental writing forms, such as film scripts. Support for writing Reflective Statements was requested for new teachers of the course.