2019 September Moderation - Report

Meeting Details

Meeting took place in:	North
Which meeting is this report for?	English - 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 5 = Overall, Element 1, Element 2, Element 3, Element 4, Element 6, Element 7
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 writing is moderately sophisticated. There is a genuine attempt to provide background and insight into the choices made with the creative pieces of writing. There is some evidence of analysis of structure and language choices. It offers specific examples of why approaches and structures have been utilised for effect on an audience. Much time spent on the manipulation of tense as a structural device for effect. A small number of texts are used to illustrate a style the student wishes to emulate and one they wish to reject. It lacks nuance and flare. It also feels a little 'skeletal'.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	A more coherent structure would strengthen this Reflective Statement. More extensive use of metalanguage would also elevate the standard. Careful editing - paragraphs 3 and 4 could be half the length and say the same thing. More critical analysis is advised, especially the language used - participants noted there were devices, such as effective imagery, in the work which were not mentioned in the Reflective Statement.
Sample 1 - Summary of group consensus with comments to element level if	Initial small group ratings ranged from B+ - C+, however, the overall group agreed on a 'B' rating. After discussion, the group consensus was that the Reflective Statement was below the standard of the creative pieces contained in the folio. We discussed the implication of giving the Reflective Statement a C+ as opposed to B to the student's overall

applicable.	chances of success.
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	It was advised that the teacher could use the Criterion 5 standards with students and have them like a checklist. Each individual creative piece could also be annotated to help the student gather clear evidence to write about. Students should also be directed to focus their discussion on what they have done in their work, rather than what they haven't done. Reading work aloud is also a good strategy so others can ask: 'What do you mean by that?' This allows students to hear their mistakes/repetitions.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 5 = Overall, Element 1, Element 2, Element 3, Element 4, Element 6, Element 7
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?	The opening paragraph is redundant as it repeats the Contents Page. Lack of capitalisation or incorrect use of capitalisation does not make a good first impression. Second paragraph begins with background and writing intent, but then falls into repetitive and laboured explanation. Good reasoning given for the choice of second person P.O.V. for Eleanor. The student identifies sources of ideas but there is not specific detail about conventions or techniques. Very few specialist terms are used. The world view of the student appears to be somewhat narrow. No texts or authors mentioned.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Less retelling of pieces. More analysis of the techniques which have been chosen. More specific metalanguage e.g. imagery, stylistic devices. References to reading - authorial mentors which have impacted the student's writing. A clearer indication of how pieces connect to a specific audience.
Sample 2 - Summary of	The group consensus was that this R.S. was in the 'C' range and the

group consensus with comments to element level if applicable.	majority of participants felt it was a C- .
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Encouraging students to read more - not just for content but to observe conventions and style. Students need to ensure there is a clear purpose and audience when they write. There is no place in the R.S. for plot retelling. Students should also be encouraged to identify universal themes and aim to explore them in their writing.

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criterion 4 - all elements
State the name of the person who will be providing the samples for March moderation.	TBA
Email address of the person providing the samples for March moderation	TBA

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	A template for writing Reflective Statements and a checklist for analysing students' work was distributed to participants. Several quality texts were also mentioned : The Art of the Short Story by Dana Gioa and R.S. Gwynn - this has 52 short stories and then after each there is an analytical response by the author, of the short story, analysing their story (like a Reflective Statement); A Lovely and Terrible Thing by Chris Womersley is another short story collection and Neil Gammon's collection of essays and speeches - A View from Cheap Seats.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	The group were very interested in the 9 -12 new direction for the course introduced and hopeful that a level 2 course might return.