

2018 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

English - English Level 3

Moderation Leader Name

Fran Moore

Moderation Leader Email

Fran.moore@education.tas.gov.au

Minute Keeper

Gillian Goldsworthy (SMC), Anita Manners (GYC) and Jennifer Miller (GYC)

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.

Sue Hawkins
Emily Bullock
Lorise Clark
Elizabeth Delaney
Kate Dewar
Ineke Laning
Cheralynne Hawkey
Naomi Colbeck
Heather Hankinson
Michael Steadman-Cross
Felicity Leonard
Adam Chambers
Gillian Goldsworthy
Rachel Graham
Therese Heland
Rita Hickey
Nadine Frick
Jaclyn Jolly
Jane Dutton
Shannon Badcock
Avril Cowan
Matt Preston

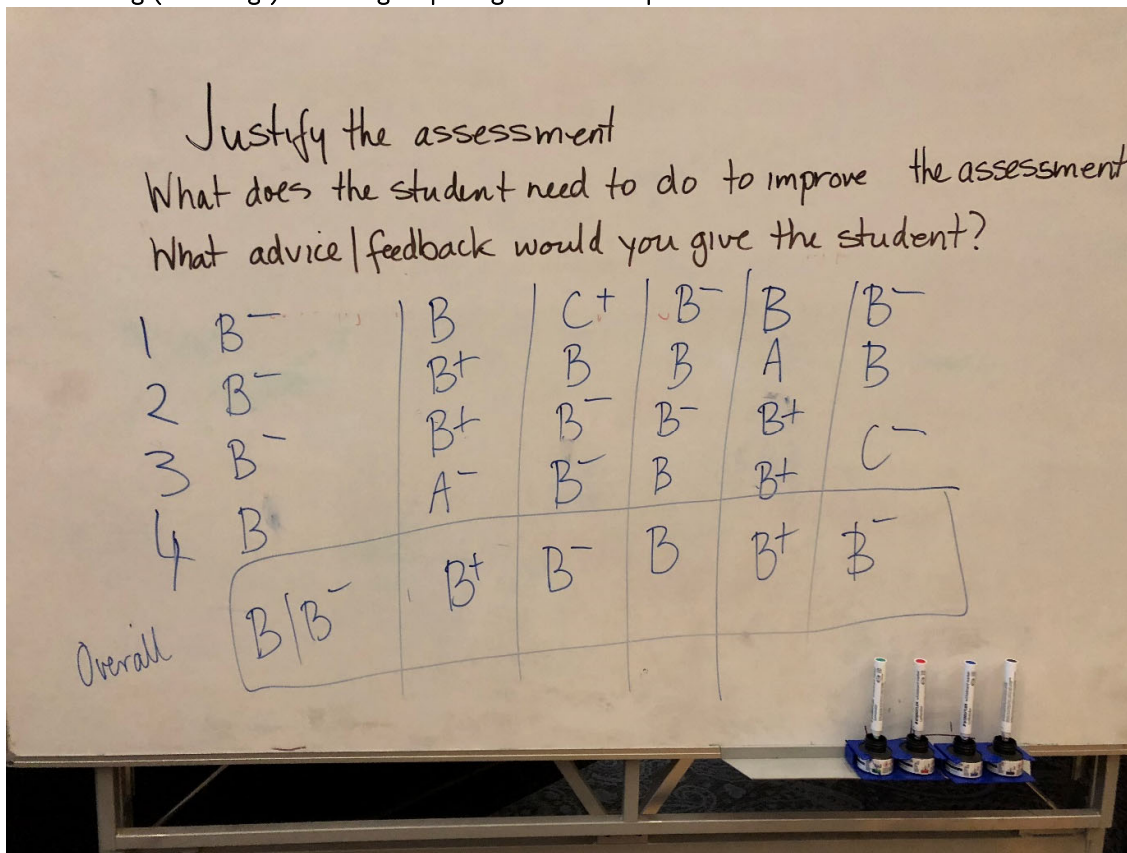
Fran Moore
 Anita Manners
 Marco Guerzoni
 Kristin Leeds
 Jennifer Miller
 Emma Puszkas
 Alison Savage

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

None

Sample Number: ONE

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



- Most responses were in the B range on C2. There was a range, but it was all very close to B.

Group consensus: B

Question raised – is it appropriate that we are rating element 2 higher than 1? Some thought it was ok, because key idea is 'construction' & 'representation'.

What evidence supports the rating (or ratings) the group has given? Please note how the evidence relates to the standard elements of the relevant criteria.

- This candidate looked at the concept of adaptation quite well.
- Inclusion of narrative, characterisation, love story element
- How the texts are constructed.

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

- Main thing missing was 'an overall idea' – no clear idea of the themes – although mentioned in the intro, this is not followed through explicitly in the body paragraphs.
- The 'How' – are they looking at the 'how? - Competent, but needs to have more focus on the ideas when discussion techniques used in the transition from hyper to hypo, and go into the effect of interpretation on meaning and the intended impact.
- Where does audience fit into this criteria? It is more in relation to demonstrating a change and the impact on meaning between the two texts. This ties with the purpose of the text (meaning & message), and audience is implicitly tied to this - i.e. what does it mean to live in Aust?
- More analysis of the novella.

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

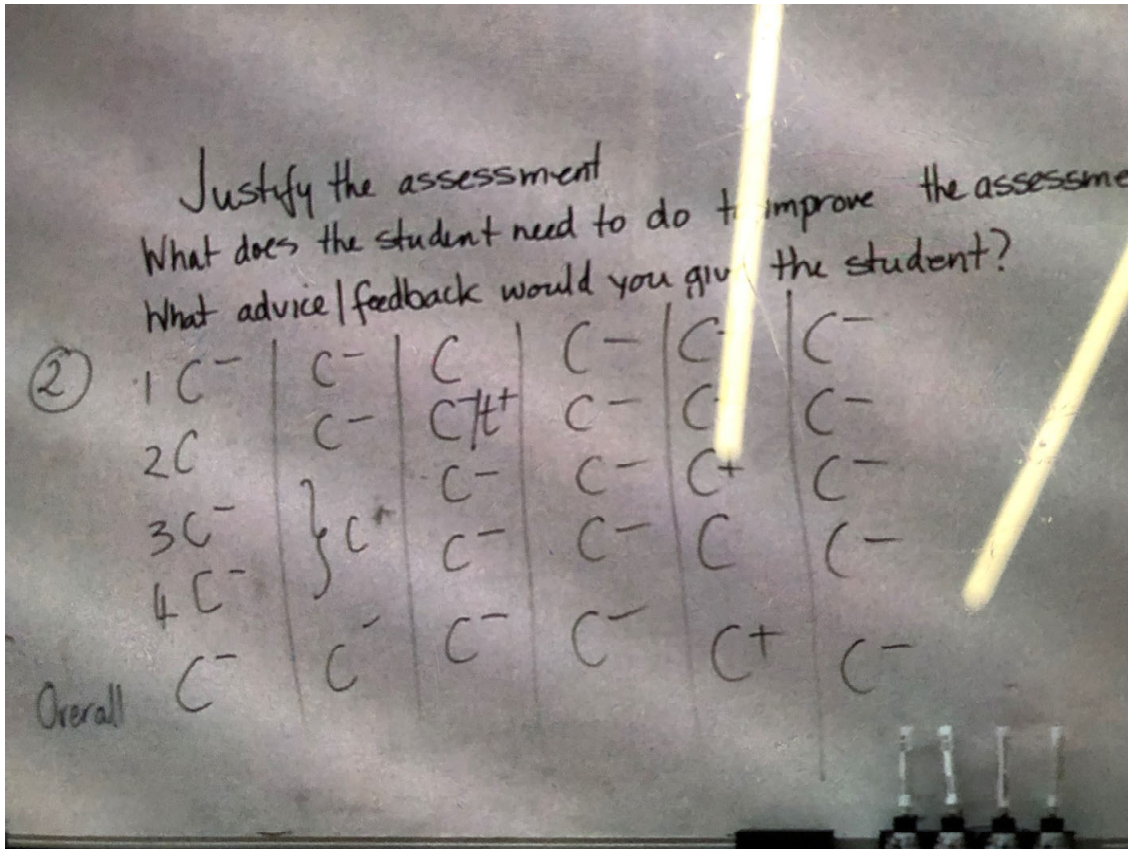
- Addressing the issues listed above.

General comments & questions:

- Generally, a successful sample, but the missing elements as listed above held this back – can this realistically be achieved in a one hour response?
- Do they need to do both the overall meaning as well as the construction of the text? Which is more important - the construction of the text, or the meaning of the text?
- Can a 'concept' as outlined in the elements be adaptation itself?
- Are Elements 3 & 4 too similar?
- Question raised – Element 1 – grasp of ideas. Then, element 2, how are they constructed? Is it then appropriate that we are rating element 2 higher than 1? Some thought it was ok, because key idea is 'construction' & 'representation'.

Sample Number: TWO

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



- Generally, most sit in C- overall, with a couple of C+ & t+
- **Consensus: C- overall**

What evidence supports the rating (or ratings) the group has given? Please note how the evidence relates to the standard elements of the relevant criteria.

- Inadequate reference to text – including meaningful quotes
- Reference to more themes

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

- Mention the change in setting from Washington State to Australia, and inclusion of the Indigenous element – currently too generic
- Have not mentioned the main elements of the question
- Lead with the text, rather than the metalanguage of adaptation theory.
- Better text knowledge and more evidence from the text to support arguments – currently too vague.
- Poor understanding of perspectives; this has impacted the 'how' element. Need to consider how the use of narrative point of view shapes meaning in the text.
- Need more and explicit reference to themes (not just theme of isolation)

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

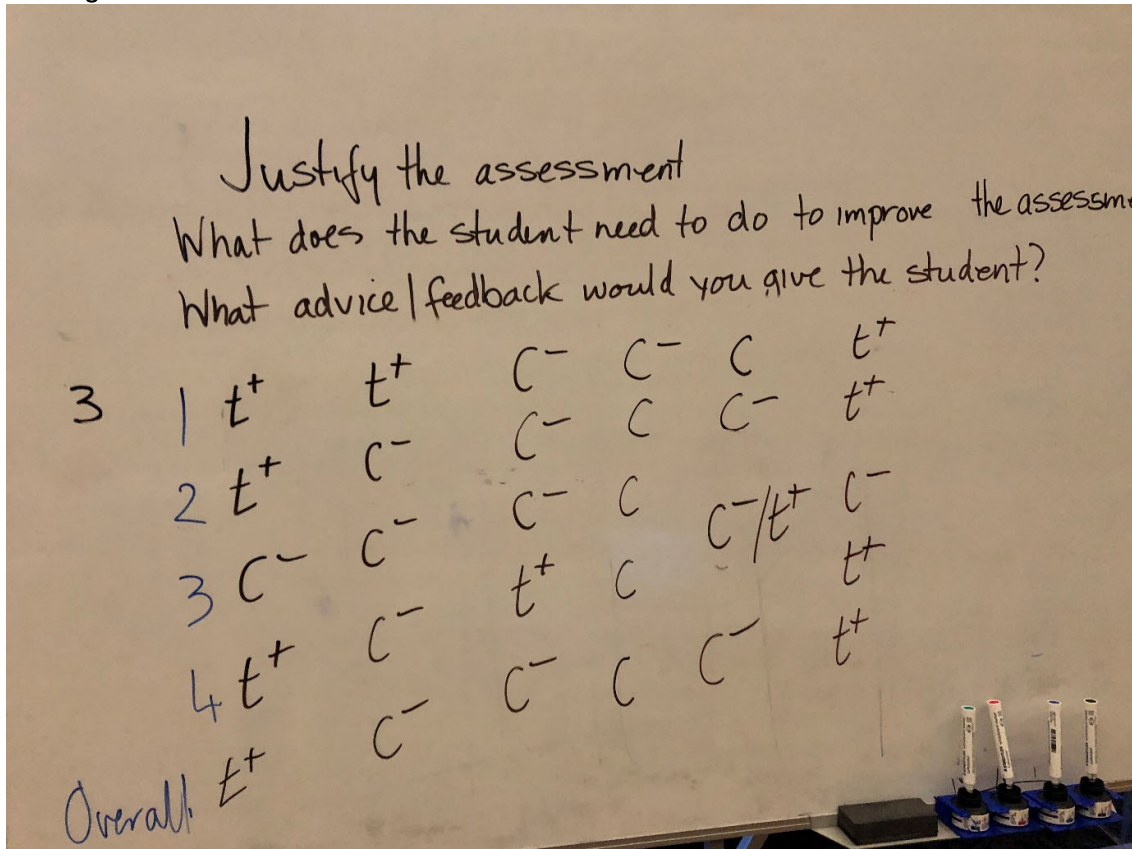
- As outlined above

Sample Number: THREE

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

- A range of grades from C to t.

Meeting Consensus: C-



What evidence supports the rating (or ratings) the group has given? Please note how the evidence relates to the standard elements of the relevant criteria.

One group pointed out that it had more content than Sample 2.

- Discusses bias
- Decent knowledge of the texts
- Context identified
- Some adaptation process changes identified.

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

- crafting into a nuanced essay – they obviously know the texts, but need to connect this knowledge to meaning.
- Spent time on context, but didn't make connection to meaning.
- More of the 'how' – and unpack it fully and link to meaning – avoid 'listing' content/detail
- Too much retelling of plot or summary of content. There is some implied understanding, but poor use of language lets the communication of these ideas down.
- Not enough focus on how meaning is created – some key differences between the texts missing

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

- Addressing the issues listed above.

General Comments:

- Informal language/register lessens the sophistication of the response.

- More effective topic sentences that focus on the themes/concepts would be beneficial.

Additional meeting notes.

- Annotated work samples available on 11/12 site. Developed in consultation based on feedback from December 2017 moderation, and Alison Farmer

Recommendations for C2

- There are concerns that E1 & E2 are too similar
- Also concerns that students are not familiar with all elements in exam conditions – what is a fair expectation?
- What can realistically be achieved in exam time/conditions?

March Moderation

- Criterion 3, is preferred focus
- Criterion 1, second choice.

Concern

- concern was raised that C3 is confusing and there needs to be more clarity to prepare students for the end of year (marker's meeting? But this feels much too late)

Other discussion

- Difference between codes, conventions and features in terms of criterion one standards.

Communication (esp curriculum development)

- Access info re Level 1 courses at: DoE Yr 11/12 site: <http://11and12.education.tas.gov.au/course-development/>

Info available at: <http://11and12.education.tas.gov.au/feed/>

- Details about English courses that are expiring, Including Eng Lit & English Writing.
- Some minor changes to learning outcomes
- Preliminary to Level 1 courses: 4 stages to assess depending on where the learner is currently at.

Different time allowances for the stages to allow students to access source, as there were issues with students failing.

- First Nations subject is developed.
- EAL level 1 (proposal for 2 courses to allow greater opportunity for students), 2 and 3 in development.

Entry restrictions: proposed to be consistent with WA and VIC (5 years, rather than 7 years in Australian education system).

- There will be an opportunity for consultation soon.
- LAG's for years 9-12 to develop curriculum framework. Expressions of interest are being sought.

Deadline Sunday September 9.

- A great resource launched in August: The Orb <https://www.theorb.tas.gov.au/>

Eng 3 texts

- There will be a survey for recommendations for texts
- Need by 31st Oct.
- Email Fran Moore for details

