

2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

English - English 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

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

A-

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

Group 1: Clearly in dystopian genre, clear sense of setting (the influence of an oppressive government, particularly), glossary was a good indication of the nature of this society. The writer is not "telling" us about the society - they are using characterisation to reveal world. Effective use of character voice to explore world (a resistant protagonist, potentially). Lots of YA texts like this (this piece is clearly inspired by Delirium). Group had different opinions about whether or not this piece is predictable. However, the group ended up being more generous with the marking because they took into account the way that the writer successfully drew upon set texts to create this piece (rather than devising something new).

Group 2: Group agreed that the writer had done well, but decided that the piece was not innovative enough to warrant an "A". Complex ideas not explored, but did well creating the world.

Group 3: Effective use of the conventions of dystopian fiction. The group acknowledged that the scope of the writer's response would have been limited by a word limited, and with this in mind, they did a good job dealing with key themes of the dystopian genre.

Group 4: Group agreed that this was a sustained piece of writing, but the response did not explore in sufficient depth key themes of the genre (such as fear and punishment) to achieve an A. Effective manipulation of language evident.

Group 5: Clearly identifiable as a dystopian text, with strong imagery and effective use of language. Effective and varied range of sentences used. The glossary was an effective feature of the response - it made the text the writer's own and was an

innovative way to present the world to the reader.

Group 6: Effective balance of internal voice and dialogue used throughout the piece. Good pacing. The writer "showing" rather than "telling" the reader about the world of the story. Sentence variety evident. This pieces sat well within the dystopian fiction genre. The group thought the use of the railway was clever - the names of the train stations was an effective and distinctive detail that helped the reader to understand the world (use of a character within the contained space of the train was also an effective way to reveal something about the world).

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

A context statement would have given reader a sense of the writer's purpose and audience.

One group felt that the writer had attempted to create too big a story in too few words and that it would've been better to apply focus to a smaller moment so that the piece was smaller in its scale.

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

Discussion around the importance of teachers and students understanding the language of the elements of criteria 5, and what students are expected to demonstrate in relation to them.

In particular, the group discussed:

"Purposefully": What did the student intend? In order to demonstrate purposeful use of language techniques, this requires context statement.

Is the student "manipulating" conventions? How are "manipulating" and "innovation" defined?

"Innovation": Doesn't necessarily new ideas, because intertextuality is a feature of the genre, so does not have to be completely new - "innovation" can be interpreted as interesting use of generic conventions.

"Imaginative responses": Responding to a text or a series of texts, so therefore can be influenced by those texts (intertextuality).

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

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?

Group 1: A lot of evidence of responding to genre, telling not showing, some good ideas, but not the sophistication of previous piece in its execution.

Group 2: The group agreed that this was a standard B response. There seemed to be some recycling of Sociology theory within the piece, and a lot of "telling", but the group decided that this was not a C response. What tipped it into a B was the inclusion of the abstract, which effectively set the scene. Some clichés evident, however their inclusion reflects understanding of genre conventions.

Group 3: The final page was quite divisive for the group - some saw it as containing too much Sociology theory, others responded to it positively. Different opinions reflect the subjective nature of the reading experience! The ending was repetitive, which may have been a deliberate device used to represent the brainwashing of the protagonist (a context statement would help to clarify if this was intentional). Some kind of pause would have been beneficial after the reader received all that theory near the end of the piece. This was viewed as a structural issue with the text, but it could've been deliberate as a trope of a "stream of consciousness" journal piece. Definitely not a C.

Group 4: Some of the ideas included were interesting, but the language features used were not sophisticated (group found it tricky to determine what element 3 constitutes - it covers ideas and use of language features).

Group 5: Group liked that the piece was a diary entry in a "train of thought" style. This was effective as it revealed the character absorbed in ordinary everyday life. Student had drawn upon theory effectively. The reference to Tasmania was interesting, and other surprising references to contemporary society were included. The piece effectively explores how control is maintained in society and this group wanted to read on. Reference to "28 Days Later" was an interesting choice which invited the reader to think about associations between the real world and this dystopian society (effective manipulation of perspective). The group saw this piece as representing steps leading up to the emergence of reluctant hero in this world (could imagine this character instigating resistance!).

Group 6: Ideas were worthy, and the writer was clearly trying to think and write innovatively, however they had some difficulty developing some of these ideas. Effective use of ideas and language, but not sustained. The group thought that the use of theory was effective as it helped to demonstrate the way that ideologies play in dystopian societies and are an important part of the genre. However, the group agreed that these references were not sustained.

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

More sophisticated delivery of the writer's interesting ideas.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher

Criteria 5, Element 3: A tricky one to assess as it covers ideas as well as language and structural elements (characterisation and plot). Comment was made that as ideas is referred to first in the element descriptor, this should perhaps be the primary focus of the element when breaking down the expectations of each element is required.

rating (or ratings)?

Very few creative pieces in course, and important to acknowledge that there is no time within the course to teach creative writing techniques - this should be a consideration in the assessment of students' creative work.

Tricky to know which elements have been focused on in the task (ie has the teacher said "I really want you to explore ideas in this piece", for instance) - this would influence the assessment process.

Discussion around the importance to open ourselves up to the possibility of rewarding students for what they can do - the evidence of understandings and skills that they are demonstrating within their creative work.

In assessing students' creative choices, it's important to determine if they are deliberate or not. Therefore it's important to stress to students that it must be evident what is intentional (ie the "28 Days Later" reference is a great touch, but students should be encouraged to use more of these references, or provide a context statement to explain their intentions).

Lots of value judgement about what constitutes an "effective imaginative response". Discussed that this could be easier to determine when marking the genre that we have been teaching in our own classes, as there is then a deeper understanding of whether or not the creative piece is successful as a text within the genre studied in class - with relevant intertextual references, for example).

Moderation Details for Calibration - Sample 3

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

Criterion 6 = Element 1, Element 2, Element 3, Element 4

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

B-

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

Group 1: Accurate use of grammar and spelling, but B- because punctuation is intermittent. B- for element 2 - use of first person so register not effective, clear and controlled language evident. Must be in first person voice for analytical essay - so criteria 6 at risk if student uses that incorrectly.

Clear expression of ideas and a logical progression. Also some attempts to pull of punctuation - ie ";". This takes the piece out of C range, but use of effective punctuation is not sustained.

Group 2: Weighing up grammatical conventions, and also effective and accurate use of tense. Syntax is clear. They haven't said "I think" so didn't mark them down on the register. It makes sense - some precise language, sometimes not, but some clear parts. Incomplete - but this would be penalised in criteria 4, rather than 6.

Group 3: Agreed that the quality of the writing deteriorated over course of essay.

Group 4: See group 1.

Group 5: Discussion of vocab - the group agreed that there were areas where vocab could have been more precise and/or accurate. Some inconsistently across paragraphs, and the group decided that use of register mattered their assessment of this piece.

Group 6: Vocab limited, some repetition, but overall the piece is presented logically and clearly.

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

Discussed the necessity of knowing what kind of task it is, in order to be able to effectively moderate - what was the essay question? (This helps moderators to determine if the language use is effective)? How much time did the student have? (Was is completed under exam conditions?), and what were the other parameters around the task?

Discussed the tricky balance of having punctuation and spelling included within one element of the criterion.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 6 = Element 1, Element 2, Element 3, Element 4

Sample 4 - What rating (or ratings) has the group assigned this sample?

C

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Group 1: A big chaotic, flashes of brilliance but races along and the piece not crafted effectively. Awarded a B for criteria 2 because a good use of vocab is evident, but a mix of good and bad use of syntax.

Group 2: Hard to read - a bit out of control so some good stuff got lost. Group agreed that the marker had to try too hard in order to interpret this piece. Can read it, so a C overall.

Group 3: Benchmark for C is that you can read it, so this piece sits within the C range.

Group 4: Great vocab, but punctuation is lacking. Discussion around the amount of weight given to syntax (over vocab and register), as some clumsy syntax evident here.

Group 5: Struggled with element 1 - the piece was difficult to interpret at times. But overall, the group put a lot of value on 1st page where skills were most evident (group stressed the importance of rewarding knowledge, skills and understandings that are evident).

Group 6: See above.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Discussion around the trickiness of assessing criteria 6 - a T rating for criteria 6 means that the student fails the course overall.

What constitutes a T compared to a C for criterion 6 is a really important conversation that needs to continue - is it better to give students a T internally earlier in the year to help them understand the expectations of this criteria? Importance that students understand criteria 6 and its effect on their results overall (warning them earlier in the year so that they're aware of the weight of this criterion).

Some discussion around the challenge of making judgement on these kinds of pieces when typed, and without an essay question included.

Planning for March Moderation 2020 - Statewide Samples

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

Sample: Negotiated Study (complete study, including the creative component).
Criteria for moderation: 2 and 3

State the name of the person who will be providing the samples for March moderation.

Yet to be determined

Sharing Resources

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

As mentioned above, group decided to look at the entire Negotiated Studies as samples for March 2020. Criteria 5 will not be assessed, but teachers will have an opportunity to read/view creative components (as a resource sharing exercise).

Course Support

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

Comments relating to this question included within the discussion of each text sample.