

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which PM Meeting is this report for?

English - English Foundations Level 2

Moderation Leader Name

Angela Strk

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Minute Keeper

Jade Mitchell

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## 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.

Selena Eaves St Marys  
Helen Sinclair Calvin Christian School  
Doug Pybus Elizabeth College  
Beth Coombe Claremont College  
Maddy Walker Friends  
Jane Dutton Hutchins  
Kate Dewar Hobart College  
Patrick Oakley Hobart College  
Jaclyn Jolly Hobart College  
Michelle Harris Guilford Young  
Christina Martini Guilford Young  
Michael Steedman- Cross Collegiate  
Kate Askey- Doran Rosny College  
Jade Mitchell Bayview  
Melissa Cuthbertson Collegiate

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

Nadine Frick

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, Element 5, Element 6

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

2- B 3-B

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

- Not a lot of discussion about how responses to music and film differ. - Lacked some sound reasoning (element 3).- Element 3 is not relevant. - No discussion of alternate views

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

- The nature of the task has produced different marking responses. Some markers focussed on different elements. It would be useful if when samples are produced, if we know what elements were not being assessed.- The disparity was displayed in the moderation room. Some groups chose not to assess element 3.

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

- Some groups did not assess 1 and 2 as there is no planning. Others assumed planning because it is a polished piece of work. - Difficulty with element 2 - how do you assess purpose, context and audience in an essay?

Moderation Details for Calibration - Sample 2

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

- Question is very long- Too many requirements. May be better to have dot points as things to think about.- There are too many components to the task  
 Next Moderation:- It would be useful to specify which elements are relevant to each task. - Negotiated Study- would be interesting to see what we are all doing.- Resource Sharing

Moderation Details for Calibration - Sample 3

**Sample 3 - Please identify each criterion being**

Criterion 2 = Overall, Element 1, Element 2, Element 3, Element 4  
 Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6

moderated and IF SELECTED the elements within that criterion

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

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

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

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

2- C+ 3-B

- Elements 2 and 4 are not really relevant to question- more relevant to persuasion units.- Convention to use B language when drafting questions- Not a lot of discussion about discovery, discovery of body rather than discovery of self

The sample relates to Module 1- criteria 2 is not generally assessed in this module. It would be more useful to use the criteria that relate to the assessment piece.

- Element 2- discussion that some groups felt that the essay needs to assess how Silvey addresses purpose, context and audience. Others felt that in crafting an essay the student considers purpose, context and audience eg purpose to write an essay, the audience is the reader of the essay.- The draft does not include language structures as a requirement in the question.- The student consistently structures and argues in each paragraph - therefore B in element 3- They stayed in third person- Textual examples- within the text. Contextual examples- link text to the outside world. - It would be useful to get more work samples so we can ensure that the task allows assessment of all elements.

### Planning for September Moderation 2019 - Statewide Samples

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

Next Moderation: - It would be useful to specify which elements are relevant to each task. - Negotiated Study- would be interesting to see what we are all doing. - Resource Sharing

### Sharing Resources

### Course Support