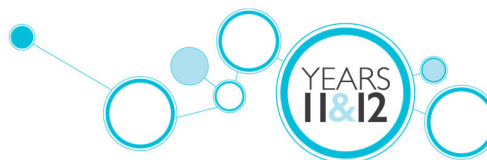


# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	English - English Writing Level 3
Moderation Leader Name	Greta Lucas
Moderation Leader Email	greta.lucas@education.tas.gov.au
Minute Keeper	veronica connolly
Minute Keeper Email	veronica.connolly@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.	Hannah Powell Veronica Connolly Greta Lucas Adam Shaw Luke Jackson Jennifer Miller margaret Boyce Naomi Colbeck Jayde Zeitzen Elizabeth Delaney Jay Wheeler Alexandra Wyld Angela Fraser James McLeod Sarah Day
Apologies/absences - please enter the names of teachers and their	Not applicable

schools who appeared on the moderation leaders list who did not attend the meeting.

## 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, Element 5, Element 6

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

Criterion 2 - overall award - B+

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

Criterion 2

B+ - lot of evocative imagery, which shaped mood and tone, but not always control of language; tense inconsistencies, punctuation erratic; some strengths and weaknesses; wide range of figurative language (sound, visuals, several senses); adopts a point of view but doesn't always achieve a desired effect; requires further refinement, especially in Reflective Statement; too inconsistent to earn A, but better than C

A difficult folio; want to reward this criterion because doing it well (B-B+); erratic quality in poetry; one line great, one not; better editing required; Paradise (prose piece) - lovely

Paradise was the stronger piece; A-/B+ range for prose piece, but poetry inconsistent - In My Eyes the best with form, structure and rhyme; the free verse was weakest, as if student not in control. Variations on the same theme; student clearly enjoys writing; good interaction with the current world (in the poetry)

Should reward students who experiment with language

Reward complexity, but not cohesive or clear enough

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

Good reference to a published writer - Flaubert.

More refinement, especially in Reflective Statement; see comments in other boxes

Less use of abstract concepts and nouns

More control

Sustained images

Fewer clichés

Punctuation in the poetry, or accounting for why there is a lack of punctuation

Needs further refinement of word choice, for desired effect (especially in Reflective Statement), and to clarify meaning; although some imagery is powerful

Further consideration of each instance of figurative language to ensure language choices are purposeful and effective

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

element 1 - 6 - the descriptors are quite repetitive/overlapping and therefore are difficult to assess individually

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

Writing Project has the weakest poems - work harder on the Writing Project piece(s)

Should have removed a lot of poetry and expanded the prose (Paradise) - kept the mood and tone of that piece, and expanded to become the Writing Project; (but query - using an earlier piece to expand and become the Writing Project??? Query - anything in guidelines about this? Equity issue - that building on an earlier piece means the student is already half-way to completion of their Writing Project!)

Proof read with more care, especially the Reflective Statement.

Style of this poetry is similar to performance poetry; rhyme often achieved at expense of meaning. Remember poems being read, therefore meaning should be more of a focus, rather than rhythm.

Editing - highlight occasional clichéd images and replace

In the Reflective Statement, avoid quoting so much of own work; avoid generalised statements that could apply to any

folio (make it specific to your folio)

Further consideration of each instance of figurative language to ensure language choices are purposeful and effective

## Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 2 = All elements, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6

Sample 2 - What rating (or ratings) has the group assigned this sample?

Overall - B

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

overall - B - nice to read; nice moments; but didn't vary the voice; similar style of telling a story; thought-provoking, but not enough experimentation, with more complex figurative language devices; not complex enough, and not a great choice of vocabulary

Wide range of opinions/grades in one group:

C - pedestrian

A - authentic, restrained, empathy evoked and expressed; consciously used a simple style, but effective voice

B- because same voice used; 'Compassion' could have been better, if writer removed himself as the narrator, and had a different character. Two pieces were about him - autobiographical style dominated

B - overall - basic voice, steady all the way through; more variation, more sophisticated language required. Controlled and consistent (earns B); achieved meaning and effect; mood created

Ending was a bit contrived - avoid 'over-closure'

But overall folio is reflective and philosophical - clarity and restraint suit it

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

See comments in other boxes

Vary the voice used; more experimentation in using different voices

Re-consider ending

Use more figurative language

Show development in the complexity of ideas

More experimentation with language features and devices

Manipulate 'voice' to avoid all pieces sounding so similar

Increased sophistication in language used

Evidence of better focus on audience and purpose

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

Descriptors at element level overlap/repeat - therefore individual awards and comments are difficult to provide, in context of this meeting

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Further experimentation with language, especially figurative devices, BUT Helen Garner even avoids this and uses spare prose!

Some over-use of sentence construction - vary these

Some over-use of 'telling' - try to employ more 'showing'

Encourage student to 'play' with the five senses when developing complexity in the use of figurative language

Experiment with voice

Focus on the audience and purpose for each piece when planning/drafting

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

Criterion 4

by CTL's.

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

Jay Wheeler

Email

janine.wheeler@education.tas.gov.au

## Sharing Resources

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

None

## 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 CTL for English attended the meeting and answered questions from those present.

Curriculum Services are committed to English Writing existing for Year 11 and 12 (and level 2, as a clear pathway).

UTAS data shows ENW3 students were highly successful in their first year at university.

CS agreed that the current criteria are problematic, and confirmed that the possibility of making changes to the course was raised with TASC earlier this year. TASC would not consider major changes to the course at this stage given the years 9-12 project.

As part of the Years 9-12 Project a new course accreditation framework is being developed. It is hoped that the new framework will be available early in 2019.

No other further information is yet available about this new framework and what it might mean for the suite of English courses.

Therefore no significant changes can be made to courses that are due to expire at the of this year - most are being

rolled over as they stand, only minor corrections can be considered.

As part of the preparation for course development post the implementation of the new accreditation framework, CS are calling for expressions of interest from teachers to become members of the Learning Area Group (LAG) for English. Notification of these EOIs was sent to schools and colleges 2 weeks ago, and they close at 5.00 pm on Sunday 9 September.

The new LAG will comprise members, from; DoE, Catholic and Independent Schools, a year 9-10 teacher, VET/VEL area, UTAS, TasTAFE as well as industry representatives..

Teacher feedback - ENW3 teachers would like their concerns about the course and criteria to be addressed. Teachers' motion - we would like to be consulted and our feedback acted upon.

Even though it was not minuted - at the last moderation meeting in March 2018, those southern teachers present agreed not to participate in moderation if TASC didn't respond to requests to change the course.

It was agreed that a small group of English Writing teachers would write a letter focusing on the following:

- The poorly written criteria descriptors (e.g. the stem for Criterion 1) and the repetitive/overlapping nature of the elements in the standards, makes assessment difficult
- We've already provided feedback to TASC which hasn't been acted on, after many years of vocalised dissatisfaction

Adam Shaw volunteered to be a part of the letter-writing process; and Sarah Day and Jay Wheeler will provide support. All teachers present at the meeting agreed to sign the final letter once it is drafted.