

# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

South

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 = Element 1, Element 2, Element 3, Element 4, Element 6, Element 7

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

C+

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

There was a limited connection between the author/inspiration for writing and how this features in the folio itself (e.g. Past the Shallows). A little more needed on reader response.

Generalisations are made. Reflections on own reading and writing needed more specific detail to give them strength and rigour.

All elements were addressed, but only to a limited extent.

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

More precise language was required.

Explicit connections needed to be made between the sources of inspiration and the folio pieces.

More specific analysis of audience response was required.

More evidence about the drafting and editing process, and how the piece developed.

Student needed to mention how feedback was incorporated into final texts.

Sample 1 - Summary of group consensus with comments to

The moderation group broke into small groups of 3-4 to begin with and then gave an overall impression of the sample.

E1 C+

element level if applicable.

E2 C+  
E3 C+  
E4 C+  
E6 C  
E7 C

That said, several teachers situated Sample 1 in the B range, but finally agreed on the consensus ratings. The state-wide ratings reflect this discrepancy too.

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

The student would need to link the techniques used in their writing with specific authors/texts.

The student would need to include some evaluation of the stylistic features used in the texts.

If the genre is identified, this will often identify audience as well.

The student would need to reflect on the drafting process, but not as a point-by-point description (as there is no space for this)

### Moderation Details for Calibration - Sample 2

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

Criterion 5 = 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-/t+

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

There was no evidence for E6, and little evidence for E1 and E7, but some evidence for the other elements.

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

More identification of writing techniques (to get a C rating), and then an accurate understanding and justification for why they were used and their intended effect on the audience/readers (to get into the B to A range).

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

The moderation meeting divided into small groups of 3-4 to begin with and then gave an overall impression of the sample. All groups were situated in roughly the same range.

E1 C-  
E2 C (a range here from B- to T, discussion)

E3 C-  
E4 C-  
E6 T  
E7 C-/T+

The group looked at the state-wide ratings, which situated the sample in the C range.

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

Criterion 5 looks at the content of the Reflective Statement, but the way it is written may influence the rating on C1. Thus the poor punctuation here will be penalised in Criterion 1.

The Reflective Statement should highlight evidence of learning over the course of the year, even if this is not an explicit element of Criterion 5.

Element 6 is an important element - the student needs to identify their learning about form/genre and to demonstrate how specific writers have contributed to this.

### Planning for March Moderation 2020 - Statewide Samples

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

Criterion 3

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

None given

Email address of the person providing the samples for March moderation

N/A

### Sharing Resources

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

One teacher recommended providing students with a handout that lists a variety of writing techniques, provides a definition of each technique, and a brief, generic explanation of the effect of each writing technique (this explanation would need to be adapted to suit the specific style of each folio piece). The aim is to help students to understand the purpose of different writing techniques and therefore to evaluate both their own writing and the writing of others (e.g. authors) more effectively.

were discussed.

Course Support

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

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