2019 September Moderation - Report
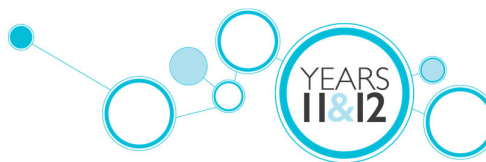
Meeting Details	
Meeting took place in:	South
Which meeting is this report for?	English - English as an Additional Language or Dialect Level 3

Moderation Details for Calibration - Sample 1	
Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 4 = Overall
Sample 1 - What rating (or ratings) has the group assigned this sample?	t+
Sample 1 - What evidence supports the rating (or ratings) the group has given?	The student made few attempts at complete sentences, he struggled to find adequate vocabulary to express himself, and relied heavily on single word answers.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More spontaneous and extended responses, complete sentences, wider variety of vocabulary.
Sample 1 - Summary of group consensus with comments to element level if applicable.	Little evidence of any control of language features and conventions (E1). Lack of complex phrases or simple sentences (E4).
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or	Prepared phrases to practise, including responses to everyday questions about self and interests. Prepared phrases to support student to ask for thinking time to respond.

ratings)?

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 4 = 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?	Some interesting sentence forms (conditional future), some good vocabulary, good fluency. Register was appropriate.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Greater accuracy, nuanced and sophisticated language.
Sample 2 - Summary of group consensus with comments to element level if applicable.	E1: lack of high degree of complex language features and style. E5: has not been achieved.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Exposure to range of sophisticated sentence forms and vocabulary, detailed feedback on accuracy during practice and even self-recording own speech, interaction with variety of educated Australians.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 4 = Overall

Sample 3 - What rating (or ratings) has the group assigned this sample?	C+
Sample 3 - What evidence supports the rating (or ratings) the group has given?	Not a lot of elaborate or sophisticated vocabulary or language features. Good use of humour.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Greater variety of vocabulary, clearer pronunciation, use of more complex sentences.
Sample 3 - Summary of group consensus with comments to element level if applicable.	E1: greater variety of sentence structure needed. E3: words need to be clearer - more accurate pronunciation needed. E4: more complexity of sentences required.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Exposure to range of sophisticated sentence forms and vocabulary, detailed feedback on accuracy during practice and even self-recording own speech, interaction with variety of educated Australians.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 4 = Overall
Sample 4 - What rating (or ratings) has the group assigned this sample?	A
Sample 4 - What evidence supports the rating (or ratings) the group has given?	Very naturalistic, native-like speaker with good variety of sophisticated vocabulary and language features and structures. Clearly understood, and responded to complexity in, questions from interviewers.
Sample 4 - What evidence would you	Greater use of formal register.

need to see in order to assign a higher rating (or ratings)?

Sample 4 - Summary of group consensus with comments to element level if applicable.	E1: effective control of register not quite met for higher A-rating.
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Detailed feedback on appropriate register (i.e.: job interview register) during practice and even self-recording own speech to hear differences in register.

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	C5
State the name of the person who will be providing the samples for March moderation.	Curriculum Leader to draw from 2019 external exam scripts. Back-up option: Maddy Walker and Dee Morgan to supply from their late year 2019 internal exams.

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	General strategies for Criterion 4 support.

Course Support

Please provide details of any future focus and ways forward you would like	Include senior EAL teachers in course consultation and development discussions.

Curriculum Services to consider in relation to this course: