

2020 September Moderation - Report



Meeting Details

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 3 = Overall

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?

Candidate successfully completed many of the 'find information' types of questions but was less able to complete more inferential questions.

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

All questions attempted, more inferential questions attempted, higher level of accuracy overall.

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

N/A

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

Encourage student to attempt all questions and make use of dictionary; more practice opportunities in working under time constraints; more practice in analysing different types of questions; draw student's attention to marks allocated to questions to ensure full information is provided. More vocabulary extension for written answers.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall

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

C+

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

Candidate has been able to describe information with some detail, but does not show deeper understanding required for some questions.

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

Greater degree of detail and analysis of text in responses, better addressing of what is asked in each question.

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

N/A

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

Remind students to only draw evidence from the text rather than own world view to answer questions; use previous example questions to teach analysis of different question types.

Moderation Details for Calibration - Sample 3

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

Criterion 3 = Overall

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

A-

sample?

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

All questions attempted, with a high degree of accuracy, and responses demonstrated an overall understanding of the text, able to use own words well to re-express ideas from the text.

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

Greater evidence of critical evaluation of text in responses.

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

N/A

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

Looking at sample questions to analyse what needs to be given in a high level response. Look at examiner's report for examples of the nuances of marking.

Planning for March Moderation 2021 - Statewide Samples

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

C2 for March, C6 for September

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

Maddy Walker

Sharing Resources

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

No resources shared - ran too short of time.
Teaching tip shared: make use of not only previous exam papers but also corresponding examiners' reports to analyse the depth of response required for high level responses to C3 questions.

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

No time for group discussion.