

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

Statewide

Which meeting is this report for?

HASS - Australia in Asia and the Pacific 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 2 = Overall

Criterion 5 = Overall

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

Cr.2 = B ; Cr.5 = B-

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

Cr.2 - essay well-structured; sentences grammatically sound; a range of terminology used (eg deforestation, ecosystem, GDP); differentiates information from their own (a wide range of references used); response is appropriate to the task.

Cr.5 - length of response is admirable in an exam situation; response discusses a variety of different issues; strong awareness of the different factors that influence tourism within the region and discussion of management practices; predictions are generally logical and valid

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

Cr.2 - more formal and complex language; more logical structure that aligns with the question; more precision and less generalised statements

Cr.5 - All parts of the question need to be addressed, in particular trends and patterns in tourism; explanation of reasons for positive and negative impacts (why has tourism grown?); making a judgement on whether or not the benefits of the industry outweigh the harms; consideration of whether the government and stakeholders are contributing to positive growth of the industry.

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

Recognition is made of the context of the sample. 4 essay length responses in 3 hours on very diverse topics is a very demanding task. Candidate was rewarded for providing such detail in this context.

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

Greater focus on management solutions to issues and directive on how governments should implement policy change.

### Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall

Criterion 5 = Overall

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

Cr.2 = T+ ; Cr.5 = C-

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

Cr.2 - Poorly structured essay; broken English; grammatical and spelling errors; very few terminology or key words used.

Cr.5 - length of response is admirable in an exam situation; response discusses a variety of different issues; broad generalisations about the impact of tourism on nations in the region

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

Cr.2 - complete sentences, greater accuracy in grammar; clearer paragraph structure, including topic and concluding sentences

Cr.5 - All parts of the question need to be addressed, in particular trends and patterns in tourism; explanation of reasons for positive and negative impacts (why has tourism grown?); making a judgement on whether or not the benefits of the industry outweigh the harms; consideration of whether the government and stakeholders are contributing to positive growth of the industry

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

Candidate has engaged with the course content and shown awareness of a variety of impacts (eg indigenous culture, pollution and economic growth).

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

Revise 3-4 key facts as evidence to include in discussion - eg names of places, Hotel Chains, statistics on growth of tourism, management practices).

## Planning for September Moderation 2020 - Statewide Samples

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

Cr.4

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

Pete Gibson

## Sharing Resources

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

Reminder of access to Dropbox resources.

## 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:

Due to low student numbers across the state, teachers would like information regarding the future of the course. As the course is due to expire, we would like to know (a) Will the course simply not be re-accredited and drop from the TASC list of offerings? (b) Will Asian Studies and AAP merge to create a new course? (c) Will the Asian cross-curriculum focus be embedded in existing courses? (d) Are there any opportunities for a revised version of the current course that will attract greater student participation?