

2020 March Moderation - Report



Meeting Details

Meeting took place in:

Statewide

Which meeting is this report for?

HASS - First Nations Studies 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 1 = Overall

Criterion 2 = Overall

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

Criterion 1: B-/B; Criteria 2: C+

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

Criterion 1: syntax and technical issues, but there is evidence of sound research and quality referencing - the referencing itself sits in the A range.

Lacking analysis - more a presentation of facts.

Difficult to know how to weight the elements of the criteria; discussion had in relation to if technical accuracy is low but referencing is good where should ratings sit?

Criterion 2: Good use of some terminology, but the response is more an explanation rather than analysis (lacks argument or weighing of evidence/interpretations)

A good reminder of the need to empower students with the right language to be able to evaluate.

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

The sample was more informative than evaluative; needed to include more analysis to be sitting at a higher rating.

Planning for September Moderation 2020 - Statewide Samples

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

First Nations Studies - look at moderating an oral presentation that has been recorded - focus on content criteria and criteria 1

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

Jennifer Miller

Sharing Resources

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

- Recommended to use the teaching and learning supplement to keep a glossary - use this language to support evaluation.
- Getting the balance between Australian First Nations and other chosen countries difficult to not have other nations not feel like a tack-on to content.

K explained this gets easier when the course gets to policy/treaty etc.

She also suggested using group work to have students share content relating to other nations - creates a natural balance of content.

- Challenges of finding reliable and good quality content for other First Nations groups - for example, does a Global First Nations Map exist?
- Delivery challenge is slipping into PowerPoint overload - teacher just needs to be cautious when units require heavy delivery of content - K reassured the group that when it gets to topics such as Cultural Resurgence there is a lot more variety of delivery - music, dance etc.
- Jennifer is using a running reflective journal so students' can record points of personal interest throughout the course and use to tailor an inquiry question later. Also a place to reflect on Cultural experiences.
- K has offered to assist with developing Inquiry Questions - to ensure students hit both criteria requirements.

Course Support

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

Supporting students with developing inquiry questions

this course: