

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

HASS - Geography Level 3

Moderation Details for Calibration - Sample 1

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

Criterion 3 - B- Criterion 5 - B

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

C. 3 - Language at a 'B' level but structure more at a 'B-/C+' level.

C. 6 - - Good background to issues

- Good use of supporting evidence

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

- Some felt that paragraphs were overly long and identified errors in grammar, punctuation and expression.

- Followed essay format but some disorganization in terms of 'flow' of ideas.

- Little detail regarding responses.

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

More detailed response and provide a better organised flow of essay

Moderation Details for Calibration - Sample 2

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

C.3 C-/t+ C. 6 t+

Sample 2 - What evidence supports the rating (or ratings) the

- Initial widespread agreement that it was a 'C-' but then on careful inspection some identified that this sample lacked a conclusion and a clear and coherent argument.

group has given?

- Poor description of initiatives
- No social or economic impacts.
- Did not include supportive/relevant examples i.e. provided some examples but didn't explain them sufficiently.

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

- Sample did loosely follow essay structure - definite paragraphs, introduction - but lacked a conclusion and didn't clearly articulate ideas. Did not use appropriate terminology.
- Did not include supportive/relevant examples i.e. provided some examples but didn't explain them sufficiently.
- Responses questionable
- Did not clearly articulate causes.

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

- Discussed two different topics, better off to concentrate on one.
- Needs to better articulate responses and provide some logical supportive examples at a range of scales

Moderation Details for Calibration - Sample 3

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

Criterion 3 - A, Criterion 6 - A

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

- Widespread agreement 'A' standard.
- Excellent structure
- Very well organized
- Great use of terminology
- Excellent supporting evidence
- Clearly evaluates well described and explained responses.

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

already at an 'A' standard

Sample 3 - Summary of group consensus with comments to

see above

element level if applicable.

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

see above

Planning for September Moderation 2020 - Statewide Samples

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

mid year exam Globalisation section C 3&5

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

John McLaine

Sharing Resources

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

Resources

- Rob to investigate a possible fieldtrip to explore hydrogen power development in Tasmania.
- HCC has appointed sustainable places education officer.
- Richard Gardner - Local farmer. Could be a useful contact.

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:

- Lengthy discussion regarding HASS re-structure.
- Some concerns/uncertainty around timing and structure of proposed course changes.
- Where is Geography?
- Will Geography be a Level 3 or Level 2 subject?
- Will Geography be 'absorbed' into another subject? Will other subjects be 'absorbed' into Geography?
- Proposed changes have not been clearly communicated so difficult to

comment on these changes.

- Strong agreement that Geography should be considered transdisciplinary rather than simply discipline based.