

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

HASS - Modern History 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?

(Sample 1: Japan): B+

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

- Relevant points connected to the argument
- Not a sustained response
- There were some key issues missing such as the impact of the Great Depression.
- Discussion followed about the relative significance of evidence used and the fact students need to be discerning
- Content needed to include a more balanced response to internal and external threats
- Evidence from a range of sources
- Needed more relevant secondary sources
- Not consistent enough analysis and use of evidence

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

- Wider range of evidence needed
- More analysis of evidence used
- More supporting evidence required (primary or secondary) to give the response depth

- Consistency of analysis needs addressing
- Accumulation of more relevant quotes

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

Highlight the importance of keeping a historical analysis consistent (when writing an essay - this could be modeled by the teacher).

Collecting/recording relevant historians' quotes (to use as supporting evidence).

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?

(Sample 2: China) B-

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

- Weaker than Sample 1 which tried to do more than just "dump information"
- Effort to interpret rather than analyse
- Some of quotes were not explained
- Some general statements were made without evidence, e.g., Great Leap Forward
- On the short side, needed more content, key events/policies not examined with enough detail
- An effort to use evidence was made by the candidate but there was not enough connection to the arguments
- Not much on external threats, or use of word "threats" "challenges"
- More explanation of evidence rather than just information dumping

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

- A wider range of evidence
- More evidence needed to make connections with arguments
- Connect evidence with arguments and provide analysis

Sample 2 - What actions would you

Essay scaffolding: showing students how historians' quotes can be used effectively

recommend for teachers to help the student attain a higher rating (or ratings)?

(i.e. not simply 'throwing' quotes in without context).

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?

(Sample 3: India): B+

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

- Good use of evidence and some analysis of how this connected to argument
- Good balance between internal and external threats

Wider range of evidence, lots of factual detail

- Range of evidences included data, quotes, terminology

Evidence choice needed to be more selective

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

- Use secondary sources more consistently
- Integrate quotes into arguments

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

Essay scaffolding: showing students how to integrate historians' quotes more effectively into the essay and maintaining a consistency of historical analysis.

Planning for September Moderation 2020 - Statewide Samples

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

2, 5, 7

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

Nevenko Bartulin

Sharing Resources

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

Teachers of Germany discussed various strategies and approaches, particularly with regard to the Nazi period (and the question of social changes - what to focus on and how much in relation to political and economic changes).

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:

Teachers of Russia again expressed their preference for a change to the two separate time periods. Instead of 1917-1941 and 1941-1953, they would prefer 1917-1930 and 1930-1953.