

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

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 = Element 1, Element 2, Element 3, Element 4
 Criterion 6 = Overall

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

Cr.2 = C+; Cr.6 + C

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

Cr.2
 E1 - logical flow of ideas; appropriate answers in an exam context
 E2 - basic use of the report format with appropriate headings; introduction is implied
 E3 - clearly written, accurate syntax and paragraphing; some sophistication of vocabulary (eg dissipated) and spells more complex words accurately (eg arguably, accommodation) ; refers to low pressure systems
 E4 - very limited terminology (eg agriculture)
 Cr.6
 E1 - describes the cause of the crisis and what happened
 E2 - includes a basic evaluation of effectiveness of crisis using some evaluative language
 E3 - gave description of the injuries and toll of the crisis
 E4 - explanation of details of crisis includes appropriate detail

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

Cr.2
 E1 - more engagement with the report format
 E2 - improve report format by numbering system, underlined headings, consistent use of headings, maps, diagrams
 E3 - use less colloquial language and include more complex terminology (eg assisted vs

helped)

E4 - include wider range of terminology, in particular to describe geographical causes of a typhoon

Cr.6

E1 - needs explanation of causes of typhoon and greater consideration of the country's proximity to the disaster

E2 - less disparities between the damage and amount of deaths; make more logical assumption about impacts

E3 - candidates need to consider the likelihood of a Muslim population in this geographical area

E4 - more discussion of variety of international response required

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

Answer is adequate, displays engagement with the course but lacks discussion of the complexity of the crisis and international response.

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

Scaffold report writing format as per course document.

Discuss with students the complexities of international response and challenges for countries to provide assistance.

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Element 1, Element 2, Element 3, Element 4

Criterion 6 = Overall

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

Cr.2 = C; Cr.3 = C-

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

Cr.2

E1 - logical flow of ideas; appropriate answers in an exam context

E2 - basic use of the report format with appropriate headings; introduction is implied

E3 - clearly written, accurate syntax and paragraphing; some sophistication of vocabulary and spells more commonly used words accurately (eg infrastructure)

E4 - very limited terminology (eg infrastructure)

	<p>Cr.6</p> <p>E1 - describes the cause of the crisis and what happened</p> <p>E2 - includes a basic evaluation of effectiveness of crisis using some evaluative language</p> <p>E3 - candidate is clearly making an effort to apply prior knowledge of topic to the response</p> <p>E4 - explanation of details of crisis includes appropriate detail</p>
<p>Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Cr.2</p> <p>E1 - more engagement with the report format</p> <p>E2 - improve report format by numbering system, underlined headings, consistent use of headings, maps, diagrams</p> <p>E3 - use less colloquial language and include more complex terminology</p> <p>E4 - include wider rangel of terminology, in particular to describe geographical causes of a typhoon</p>
	<p>Cr.6</p> <p>E1 - Good description of damage caused but no description of causes</p> <p>E2 - lack of analysis and judgement of effectiveness of international response</p> <p>E3 - description of the response is given in an illogical timeframe; describes the countries in close proximity to the island as those giving assistance rather than the countries with the capacity to respond</p> <p>E4 - could have made greater links to the country characteristics given on the blurb</p>
<p>Sample 2 - Summary of group consensus with comments to element level if applicable.</p>	<p>Although clearly written, response was weak and lacked awareness of complexities of the crisis. Candidate was stronger on evaluation than discussion of causes of the crisis.</p>
<p>Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Scaffold report writing format as per course document.</p> <p>Candidates should be expected to address the COVID19 global pandemic and impact upon response to crisis.</p> <p>Instruct students on engagement with the demographic statistics provided regarding country's level of development.</p> <p>Inform students of which members of the international community have the capacity to respond to a crisis.</p>

Moderation Details for Calibration - Sample 3

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

Cr.2 = B+ ' Cr.6 = B+

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

Cr.2

E1 - logical flow of ideas, using the exam question as a prompt

E2 - paragraphs detailed and well-structured with a clear purpose

E3 - clearly written, accurate syntax and paragraphing; use of more descriptive language

E4 - use of terminology eg NGOs

Cr.6

E1 - describes the cause of the crisis and what happened

E2 - good evaluation of diverse actions from international community

E3 - good awareness of repatriation of Australian tourists; some understanding of the spatial distribution across the island

E4 - explanation of details of crisis includes appropriate detail

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

Cr.2

E1 - more engagement with the report format rather than following the exam question

E2 - use a report format with numbering system, underlined headings, ACCURATE diagrams and maps that follow mapping conventions

E3 - use less colloquial language and include more complex terminology; fragmented sentences

E4 - include wider range of terminology, in particular to describe geographical causes of a typhoon

Cr.6

E1 - Good description of damage caused but no description of causes

E2 - lack of analysis and judgement of effectiveness of international response

E3 - cost attributed to the disaster is unrealistic

E4 - Lack of understanding of complexity of international relationships (eg permission required to provide aid)

Sample 3 - Summary of group consensus with comments to element

A more sophisticated response than previous samples. Candidate is commended for engagement with the course material. Greater sophistication of language is needed. Lost opportunity for the candidate to use the global pandemic as a means to show

level if applicable.

how case numbers would increase due to a crisis and how a pandemic may affect international response.

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

Scaffold report writing format as per course document.

Candidates should be expected to address the COVID19 global pandemic and impact upon response to crisis.

Instruct students on engagement with the demographic statistics provided regarding country's level of development.

Inform students of which members of the international community have the capacity to respond to a crisis.

Candidates should be encouraged to discuss a crisis that has happened in previous years in order to evaluate the long term impact of the event and response.

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 2 (Elements 1-4); Criterion 5 (Elements 1-4)

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

Caryn Shield

Sharing Resources

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

Discussion of Report Format and relevance of the COVID19 global pandemic to the course content.

Course Support

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

Assistance required with trends of varying enrolments in the course and support in promoting the course across providers. 2021 providers noted concern over dwindling HASS enrolments and would like assistance with advocating these subjects within a whole school context. We note the increased interest of teachers to provide these subjects, in particular AAP, in extension schools and would like assistance from Years 9-12 learning with possibilities to increase the provision of HASS subjects. In the discussion of Course Development, we request that consideration be made for how HASS subjects may be more accessible and attractive for students.