

2021 March Moderation - Report



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

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

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

Cr.3: C; Cr.4: C+

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

- descriptions are accurate but no further explanation or elaboration
- refers to some policies (eg Immigration Restriction Act; populate or perish), key personnel eg Arthur Calwell and changes

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

- requires greater evidence (eg who is the being persecuted in Vietnam and why would they need to leave their country)
- consider geographical proximity of Vietnam to Australia and how Indonesia is used as a gateway
- consider how the relationship between Australia and Indonesia is shifting to an economic focus
- define why immigrants arrived by boat
- address more complex factors (eg increased standard of living) rather than Covid border closures for a decline in immigration

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

Appropriate discussion demonstrating strong conceptual understanding. However insufficient elaboration on content and specificity in answer to progress further.

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

Revise dates, give examples of drivers of Vietnamese migration, consider how present reasons for immigration might differ from the past (eg current family connections; education vs persecution).

Moderation Details for Calibration - Sample 2

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

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

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

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

Cr.3: T+; Cr.4: T+

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

- while arguments are logically organised and detailed, candidate has not addressed the specific question and discussed a particular country and/or ethnic group
- overly general statements and littered with inaccuracies (eg
- candidate has made some reference to human influences (eg employment and house size) but these are vague (eg drawn to Australia for Natural beauty)

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

- precision of content (eg a specific country and key events)
- address the question
- show engagement with the course syllabus (eg land degradation - could discuss Kiribati and rising sea levels as cause of migration; Seasonal Worker Programme as attraction to Australia).

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

Candidate shows some awareness of the topics and changing nature of partnership with the region but unable to provide sufficient accurate evidence to support understanding.

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

Ensure students discuss a specific country and provide evidence of (a) key events of the past driving the relationship and (b) current issues influencing immigration patterns.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that

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

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

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

Cr.3: A; Cr.4: A

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

- wide range of predictions about the future of the relationship
- considered both the physical and human geography (eg population growth)
- more sophisticated level of analysis (eg change in ethnic make-up)
- reference to the significance of specific named trade agreements and industry
- evaluation of the cattle/ live export trade
- awareness of recent developments eg Indonesia's aid program

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

Greater precision in terminology (eg north vs "top parts").

Sample 3 - Summary of group consensus with comments to element level if applicable.

Considering the time limit and context of 2020, candidate is to be commended for providing a thorough overview of Australia's trade relationship with the region. Sufficient balance in discussion of past and present drivers.

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

Access DFAT Country Profiles for specifics on factors influencing the partnership.

Planning for September Moderation 2021 - Statewide Samples

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

Cr.3 & Cr.6 - SAMPLES REQUIRED FROM 2020 EXAM. Samples for Cr.6 will not be available from teachers in time for Moderation in September.

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

Shon Mountney

Sharing Resources

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

Discussion of future of the subject, glad to see new faces wanting to implement the course.

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:

Continue to uphold and support AAP! We're pleased that the course is not yet to be rewritten until the final tranche.