

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

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 8 = Overall
 Criterion 9 = Overall

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

C+ for Criterion 8 and C- for Criterion 9

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

Lots of historical context - probably too much as it took a long time to get to the analysis and argument. (should be about 1/3 of the report (although this might depend on the qn).
 Need more First Nations voice for these criteria
 Too many examples and discussion about Australia - needed to see more reference to Tasmanian specific examples, people, organisations etc. and other details.
 Key discussion points missing - described as 'expository at best'.
 Not enough teasing out of key terms

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

More reference to key terms relevant to the inquiry focus.
 Greater link back to cultural identity (which was explored in the introduction but neglected for much of the rest of the inquiry).
 First Nations voice missing (primary source quotes, reference to First Nations organisations, activism, etc.)

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

Generally thought this sample lacked depth and reference to specific First Nations voices - with is important for C 8 & 9 - it was thought there was a sense or non-First Nations people have effected change, rather than First Nations people taking steps themselves towards self-determination.
 Also - lacks of language specific to the course (where relevant in relation to the question) - a lot of missed opportunities.

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

More subject specific language.
 More direct reference to (quotes, interviews, reference to events etc.) First Nations progressing their own fight in achieving self-determination.
 More primary sources from First Nations to strengthen their voice in the Inquiry.

Moderation Details for Calibration - Sample 2

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

Criterion 8 = Overall

Criterion 9 = Overall

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

C8: B C9: B

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

Some evidence of analysis and truth telling - but not enough evaluation.

Good grasp of terminology and use of quotes and other evidence.

There was some effective use of emotive language (used sparingly but effectively) to offer a sense of the students voice and thoughts in relation to the historical context and more recent events.

Overt reference to the Tasmanian First Nation experience - but perhaps needed more.

The final Evaluation offered some good comparison of the different experiences.

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

Need more time spent on reconnection to place - esp. as it is a focus of the qn.

Need more First Nations voice - First Nations run and controlled initiatives, organisations, movements, leaders, etc.

Again - needed real First Nation voice.

Needed more reference to international organisations and documents i.e. UNDRIP.

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

Thought it was a good effort considering the complexity of the task.

It was acknowledged that the First Nation Studies 3 Inquiry has a lot of parts and asks a lot from such young people.

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

- Stronger Tasmanian focus
- More primary source voices of First Nations people
- Make sure all aspects of the qn are answered
- Be cautious of too much historical context - don't let it dominate the Inquiry.

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 1 & 2

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

Kate Reynolds

Sharing Resources

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

Recommended texts:

'Everything you need to know about the Uluru Statement from the Heart' by Megan Davis & George Williams
 'Aboriginal Tasmanians' - Lyndall Ryan
 'Tasmanian Aborigines: A History since 1803' - Lyndall Ryan
 'Truth telling' - Henry Reynolds
 HCC Forum 'Truth Telling: Crowther statue reinterpretation' - https://yoursay.hobartcity.com.au/crowther/forum_topics/crowther-discussion
 William Lanne essay by Stefan Petrow (used in conjunction with the above forum): <http://press-files.anu.edu.au/downloads/press/p72631/pdf/article0615.pdf>
 Henry Reynolds Interview with Richard Fidler on Conversations: <https://www.abc.net.au/radio/programs/conversations/henry-reynolds-truth-telling-australian-history-sovereignty-v2/13347736>

CANADA:

The Angry Inuk: https://www.nfb.ca/film/angry_inuk/
 'Reservation Dogs' Series
 Don't forget - you can contact Mary Blake at the Aboriginal Education Library - she's always super happy to help! Blake, Mary mary.blake@education.tas.gov.au

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:

Nil