

# 2021 March Moderation - Report



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

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

A-

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

- Generally thought to have handled C8 quite well
- Clear evidence beyond analysis and some evaluation
- Not the most well written overall
- Missing some opportunities to emphasise key concepts such as decolonisation & the importance of fighting for land rights & the importance of fighting for this connection to Country
- Lacked an overall evaluation that was clear to follow
- Was obvious the student had read widely
- Some quotes (i.e. Rohan Dean) not explored or analysed
- Lack of reference to Uluru Statement which underpins the course

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

More evaluative language and use of concepts/ideas in the course (see above)

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

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

B-

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

- Not as coherent as Sample 1 - others thought it was easier to read
- Missing some chances to discuss ideas about activism and other points
- Needs more specific terminology
- Some information felt irrelevant - lacked some discussion, including missed opportunities to discuss what has happened.
- No analysis! Presented information and wasn't especially clear.
- A compilation of facts - no weighing of evidence!
- Didn't really explain or account for the importance of the repatriation process.
- The idea was interesting - but didn't quite work - lacked depth.
- Check spelling of names/key terms!
- Use of quotes throughout was good.

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

More specific terminology and use of evaluative language in the inquiry.  
More evidence of evaluation/analysis of the 2 nations in the inquiry.

Planning for September Moderation 2021 - Statewide Samples

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

It would be useful to be able to examine another inquiry at the next moderation - preferably one that is more of a C standard to compare what was done this time around.

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

Discuss with Kate and/or Jennifer

### Sharing Resources

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

We are keen to organise some professional learning next term particularly with the view of how to support students in developing their inquiry skills and to unpack the criterion that are externally assessed.

Is this something that can be followed up with Russel (CTL) and Adam Grover?

#### 7. Questions relating to Inquiry marking

a. When it comes to inquiry marking - how are specific elements addressed?

Acknowledged that not all elements can be addressed - the inquiry question would be too big!

It was acknowledged that the Inquiry is a big ask - many noted many undergraduate degrees at university do not ask as much.

b. Is there a Marking Tool for First Nations (as with many other Level 3 courses)? Needs to be checked with Russell Cooper or Adam Grover - this will help guide teachers of the course. - if there is it will offer some guidance for teachers.

Need to be careful - want clarity of how marked at end of year - need to ensure marking is fair to a range of questions tailored to student interest (and reflecting the course) rather than questions being chosen because they 'do well'.

Some general advice - including Inquiry:

a. Check key definitions of words: evaluate, describe etc. in relation to this course - make sure students know meaning as this impacts criteria ratings.

b. Make sure there is some reference to Uluru Statement as this underpins the course

c. Use subject specific terms - decolonisation, ethnocentrism etc.

d. Nice to see personal opinion from students in research tasks - but they must be substantiated using quality research/evidence! (possibly why sample 2 did better

#### 10. Other points:

a. The need to address/teach the whole course was made - this facilitates an informed development of the inquiry question - but students can be floating possible inquiry focus preference throughout the year.

Language of the course

Anthropology & sociology - Bob Ashby to share a list of key terms (has an anthropology background)

Tip: focus on how cultures develop around resources (environment) i.e. those with less are inclined to focus on getting & sharing of food, whereas those with more can develop in other areas i.e. politics

Kate has students write definitions of key words/terms into own words = formative assessment

Michael = looks at the etymology of words

Resources

Tasmanian Aboriginal Education Services Library

Mary Blake - mary.blake@education.tas.gov.au

Details about the Ask Program are available here:

<https://www.education.tas.gov.au/parents-carers/school-colleges/aboriginal-education-services/>

## 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:

Professional Learning - see prior notes.