

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Geography 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?

B-

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

The student used some indicators well to demonstrate a modicum of understanding, but did not explain how the indicator indicated status of a Less Developed Nation (LDC). There were a couple of significant errors in understanding.

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

Linking the indicators to development level through use of averages or comparisons to other nations or regions. Fewer errors of understanding.

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

Group consensus was easily reached, with little variation from initial thoughts.

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

Use comparisons, link data to developmental outcomes, deepen understanding of the demographic transition.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF

Criterion 4 = Overall

SELECTED the elements within that criterion

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

C-

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

The sample demonstrates a minimal level of understanding. Some data is used without an indication of how it helps to show level of development.

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

Stronger use of data to link Brazil's level of development to its demographic and economic transition. Comparisons to other regions and nations. Use of a range of relevant indicators.

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

Consensus was easily reached with little variation.

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

Strengthen understanding of stages of national development and the ranges of indicators measured at various stages.

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?

B-

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

Part a) was well written with use of data and good understanding. Part b) included some repetition of information provided in part a) and also features a number of significant errors of understanding.

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

Greater use of data and fewer errors of understanding.

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

Consensus was reached after the group considered the significance of errors in the second part that may have been initially overlooked or forgiven by a couple of members.

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

A deeper understanding of the range of the stages of the demographic transition, indicators and interpretation of population pyramids.

Planning for March Moderation 2022 - Statewide Samples

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

C3 C6

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

Karen Caporelli

Sharing Resources

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

Nil

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