

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 20, 2018 4:23 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	AM
Which Learning Area is this Report for?	Humanities and Social Sciences (HASS)
Which AM Meeting is this report for?	HASS - Ancient History Level 3
Moderation Leader Name	Sharyn Lawrence
Moderation Leader Email	sharyn.lawrence@education.tas.gov.au
Minute Keeper (if available)	Sarah Farrow
Minute Keeper Email	sfarrow@mrc.tas.edu.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

Sharyn	Lawrence
Sarah	Farrow
Colin	Richards
russell	cooper
James	Stenson
Shane	Wolfe

anyone who was extra on the day

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

NONE

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

NONE

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3
C4
C5

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

C 3 C C4 C+ C5C-

What evidence supports the rating (or ratings) the group has given

Criterion 3: [on discussion: C] - basic communication; spelling mistakes throughout including for terminology; structured correctly; used second person a couple of times but generally readable.

Criterion 4: [on discussion: C+] some evidence not quite accurate; discusses evidence but does not use it to shape an argument

Criterion 5: [on discussion: C-] does not discuss any interpretations of evidence or reliability/merits etc. only identifies interpretations of evidence.

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

C3 more fluent and accurate use of the writing conventions

C4 more accurate evidence that is applied to support an argument

C5 more discussion and analysis rather than explanation and description

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

More practice in writing clearly under exam conditions

Use model essays that show what is required for B standard

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C3
C4
C5

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

C3 C C4C C5C

What evidence supports the rating(s) the group has given

Criterion 3: [some dissent over marks and no unanimous decision able to be made] Misses context for the first half of the question but does second part of the question quite well. Lack of paragraphing. Discussion surrounding issues of B vs. C - coming back to: does it make a difference if they haven't answered the whole question successfully? Worth discussing as a whole team. The criterion does not specifically address the idea of supplying an answer to the relevant exam question. Perhaps needs to say 'in responses to specific

topics/questions' or something along those lines.

Criterion 4: [on discussion: C] as it has missed the geographical/historical context element of the question so it misses the opportunity to shape an argument on that point. They used a good range of sources throughout and incorporated them well but did not use them to formulate an argument.

Criterion 5: [on discussion: C] By not doing first part of the question indicator 4 has not been addressed. Indicator 5 has been addressed.

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

C3 Response needs to address all elements of the topic

C4 Stronger use of evidence to support cogent points

C5 Address all elements in the topic

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

Further practice at unpacking a topic and selecting points to meet the requirements of the criterion

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C3
C4
C5

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

C 3 B C4 C+ C5B-

What evidence supports the rating(s) the group has given

Criterion 3: [on discussion: B] syntax is a little all over the place, but has some very strong academic writing also.

Criterion 4: [on discussion: C+] range covered - modern and earlier sources and various types.

Criterion 5: [on discussion: B-] presents the issues with conflicting interpretations in academic language; presents discussion of reliability and origin; discusses bias; more sophisticated understanding evidenced in this essay.

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

C3 More accurate use of the writing conventions

C4 More detailed discussion of evidence

C5 Include analysis and evaluation

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

Discuss models that are of B- A standard on these criteria.

Summary of any further samples moderated

Further samples - Criteria assessed against

C3
C4
C5

What ratings have the group assigned this/these Sample(s)?

C 3 C- C4C- C5 D+

What evidence supports the ratings the group has given

Criterion 3: [on discussion: C-] spelling and grammar fairly and they have attempted to address the question, does have essay structure and attempts to argue it with a semi-decent length.

Criterion 4: [on discussion: C-] very general sources, not used to form an argument. Lots of stuff that could have been mentioned. Variety not great.

Criterion 5: [on discussion: D+] presents interpretations very generally, but also not enough examples for the final two indicators.

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

C3 more thorough coverage of all element of the topic; more accurate and fluent application of the writing conventions

C4 greater variety in evidence and evidence being more closely connected to the argument

C5 more specific discussion required

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

Practice at planning and writing under exam conditions.

Planning for September Moderation 2018

Are you planning on:

Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing

Please list the criteria to be moderated:

C 6

Briefly describe the type of task you plan to look at:

Discuss borderline D/ C and B/ A exam scripts as Section B of the exam was completed very unevenly.

Please state the name of the person supplying the samples for the September moderation

Wendy Frost

Email

wendy.frost@education.tas.gov.au

Sharing Resources

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Annotated samples

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Sample 4