

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

Submission Time: March 20, 2018 12:32 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 - Geography Level 3
Moderation Leader Name	Gerard Leary
Moderation Leader Email	gerard.leary@education.tas.gov.au
Minute Keeper (if available)	Andrew Poynter
Minute Keeper Email	andrew.poynter@education.tas.gov.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

Leanne Stones
Gerard Leary
John McLaine
Andrew Poynter
Charlie Jeong
Kate Reynolds

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:

Nil

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

Nil

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C4
C5

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

C4 B C5 B

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

Good evidence of knowledge of anthropogenic climate change and direct human action land cover change.
Lacked sufficient specific examples from MDCs and LDCs to warrant an "A" rating.

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

More specific examples highlighting the different impacts in MDCs and LDCs.

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

Greater emphasis on specific examples highlighting the different impacts in MDCs and LDCs.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C4
C5

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

C4 C+ C5 B-

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

The discussion centred on the students responses in relation to Elements 3 & 5 for C4 and Elements 3,6 & 7 for C5.

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

Greater analysis of the human impact of land cover change and better examples of impacts in MDCs and LDCs.

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

Greater emphasis on specific examples highlighting the different impacts in MDCs and LDCs.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C4
C5

What rating (or ratings) has the group assigned this Sample?	C4 C C5 C-
What evidence supports the rating(s) the group has given	The discussion centred on the students responses in relation to Elements 3 & 5 for C4 and Elements 3,6 & 7 for C5.Only demonstrated basic knowledge of human land cover change.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Greater analysis of the human impact of land cover change and better examples of impacts in MDCs and LDCs.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Greater emphasis on specific examples highlighting the different impacts in MDCs and LDCs.

Summary of any further samples moderated

Further samples - Criteria assessed against	C4 C5
What ratings have the group assigned this/these Sample(s)?	C4 C C5 C-
What evidence supports the ratings the group has given	The discussion centred on the students responses in relation to Elements 3 & 5 for C4 and Elements 3,6 & 7 for C5.Only demonstrated basic knowledge of human land cover change.
What evidence would you need to see in order to assign a higher rating (or	Greater analysis of the human impact of land cover change and better examples of impacts in MDCs and LDCs.

ratings)?

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

Greater emphasis on specific examples highlighting the different impacts in MDCs and LDCs.

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:

C3 C6

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

Common essay question about megacities in developing countries for use in mid year exam. Caryn Shield to provide question and four samples for the September Moderation meeting.

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

Caryn Shield

Email

caryn.shield@collegiate.tas.edu.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful

ABC iView - Big Australia and Q & A follow up

Facebook pages - GTAV, World Economic Forum, The Economist, TGTA

SBS iView - The Third Industrial Revolution

links etc. that were shared in the meeting.

Welcome to Lagos (3 part series) available on Clickview

Course Support

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

The issue of Geography not being a National Curriculum course in Years 9 & 10 could impact on the number of students choosing to do Geography in Years 11 & 12.

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 1