

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

Submission Time: March 18, 2018 12:26 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	PM
Which Learning Area is this Report for?	Humanities and Social Sciences (HASS)
Which PM Meeting is this report for?	HASS - Legal Studies Level 3
Moderation Leader Name	Margaret Shearer
Moderation Leader Email	mshearer@sbsc.tas.edu.au
Minute Keeper (if available)	Alana Jaffray
Minute Keeper Email	AJaffray@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

Christophe Smith
Adrian Lewis
Mark Crocker
Rob Pople
Alana Jaffray
Bronwyn Sidebottom
Russell Cooper
Jane Gregg
Margaret Shearer
Lindsey Hills

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:

Luc Norton-Smith; Peter Welch

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3

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

A-

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

Element 1 Although very difficult to read, there was reference to three cases, one quote and there was more than description. There was evidence of evaluation especially through the use of cases.

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

More evaluation needed. A short answer does not need an essay structure - too many words spent on repetition.

More detail to show depth of understanding and evaluation.

The question did not allow top marks as it was a broad question that incorporated 15 hours of teaching to be written in 20 minutes. For an A, the question needs to be more precise and not cover the whole unit. The question itself was too complicated and needed clarity and in terms of the course content and standards.

What actions would you

Short answers need concise and well organised thoughts to be able to attain an A.

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

This is a skill where each word counts in a short answer response.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C3

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

did not discuss this in moderation

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

did not discuss this in moderation

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

did not discuss in moderation

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

did not discuss in moderation

Moderation and Annotations for Sample 3

Sample 3 - Criteria

C3

assessed against

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

Did not discuss this in Moderation

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

Did not discuss this in moderation

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

Did not discuss this in moderation

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

Did not discuss this in moderation

Summary of any further samples moderated

Further samples - Criteria assessed against

C3

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

B

What evidence supports the ratings the group has given

Some analysis, however, more simplistic "crude not polished or sophisticated".

More description than analysis

Incorrect statements, but systematic format, lacking some depth but it is a short answer response, more description than analysis

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

More information as too much time was wasted in repetition of the words of the question without explaining the concepts. Need to use examples of cases and how the case applies to the concept discussed.

The question needed to be more precise eg how many features of the AS should the student include in their answer?

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

Develop students' ability to make every word count toward explanation and evaluation.

The question was too vague in that it had unspecified number of main features. In a twenty minute short answer, it is impossible to have the depth needed for an A rating when both explanation and evaluation are required.

There needs to be teacher consensus on how students are to tackle such a broad question - do we ask them to limit their discussion to two in depth or??? We need to discuss this understanding with the Southern Moderation Group.

Planning for September Moderation 2018

Are you planning on:

Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing

Please list the criteria to be

C 2

moderated:

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

Task based on C2 to be created by both moderators in consultation with CTL. The preferences are Customary Law, International Law and Common Law.

The task to be a 20 minute response in the form of a short answer and given at either mid year exams or as a stand alone 20 minute response under exam conditions.

Our meeting wanted a range of samples taken from both the North and South so that it is not from one teacher's understanding.

Number of samples 4-6 - samples with the widest variation of ratings to be moderated at the September meeting. The time allocated for meetings allows only two samples to be moderated comprehensively. Need to consult with Southern Group's plan.

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

Jane and Margaret Gregg and Shearer

Email

jane.gregg@soc.tas.edu.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

The meeting discussed the need for a shared understanding of the concepts to be taught in each unit. The course has changed in its format through exam specs and therefore the depth of knowledge required.

Course Support

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

Need further clarification on the content of the course
eg International Law, customary law.

Will there be a statewide meeting as teachers feel this is of most benefit to develop common understanding of course content as well as standards?

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
Sample 4