

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

**Submission Time:** March 16, 2018 2:19 pm

## Meeting Details

<b>Meeting Venue:</b>	North
<b>AM or PM session?</b>	PM
<b>Which Learning Area is this Report for?</b>	Humanities and Social Sciences (HASS)
<b>Which PM Meeting is this report for?</b>	HASS - Modern History Level 3
<b>Moderation Leader Name</b>	Colin Richards
<b>Moderation Leader Email</b>	colin.richards@education.tas.gov.au
<b>Minute Keeper (if available)</b>	Sarah Farrow
<b>Minute Keeper Email</b>	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**

Colin	Richards
Carl	Hinde
James	Stenson
Sarah	Farrow
Amelia	Harmey
Katy	Gorlick
Rachelle	Littler
Duncan	Grant

**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**

Leanne Stones

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria assessed against**

C6

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

A

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

structured well, consistent discussion of threats and analysis/evaluation. Explicit use of words from the criteria - done very well.

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

n/a

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

n/a

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C6

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

B

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

Structured well also displayed a clear understanding and knowledge.

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

Moving from just analysis to a more critical and evaluative interpretations of the ideological impacts on political systems

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

Explicit language could have improved the mark.

## Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C6

<b>What rating (or ratings) has the group assigned this Sample?</b>	C
<b>What evidence supports the rating(s) the group has given</b>	Mainly just an overview of events/threats. Has not responded to the second part of the question, does not delve into analysis.
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Analysis and evaluation of causes and impacts of internal and external threats. Also evidence of a deeper understanding of how modern political systems and ideologies shaped national responses to internal and external tensions or issues.
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	Ensuring students are clear on what the questions are asking and the type of response that would be sufficient to satisfy the standards of the criteria.

### Summary of any further samples moderated

<b>Further samples - Criteria assessed against</b>	C6
<b>What ratings have the group assigned this/these Sample(s)?</b>	Sample 4: B; Sample 5: unable to agree on whether the sample did enough to put it in the B range, C+/B-; Sample 6: C
<b>What evidence supports the ratings the group has given</b>	<p>Sample 4: The student responded well to the question, particularly when looking at the British Raj and tensions of ideology. Good analysis of causes and impacts of threats. Also analysis of significance of these threats evident.</p> <p>Sample 5: Group discussed issues with the length of the essay i.e. meaning it didn't allow for enough of a 'range'</p>

of threats to be covered. Some good analysis of responses to threats (e.g. relating to Gandhi's ideologies/Caste system etc.)

Sample 6: The student made little to no analysis until the latter part of the essay when they briefly made some references to the threats the Japanese faced in the period 1945-53 (Postwar).; Most of the information in this essay was narrative and predominantly a 'dump' of military knowledge - some discussion surrounding issues with the question followed, the group came to the consensus that the question doesn't clearly match up with the criteria.

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

Sample 4. Evaluation and deeper critique of threats anAnswerd the way nations respond to these threats.

Sample 5. More narrative elaboration to support the student's contentions and to give the essay greater credibility and depth.

Sample 6. Making sure the student clearly understands what is required of the question and avoiding giving pre-prepared responses.

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

n/a

## 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**

Criteria 3 & 5

<b>moderated:</b>	
<b>Briefly describe the type of task you plan to look at:</b>	Mid year exam responses for Section A and B
<b>Please state the name of the person supplying the samples for the September moderation</b>	Colin Richards
<b>Email</b>	colin.richards@education.tas.gov.au

## Sharing Resources

<b>Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.</b>	n/a
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## Course Support

<b>Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:</b>	<p>The group discussed some concern over some of the disparities between the moderated</p> <p>and external marks given for a couple of the samples.</p> <p>There was also concern expressed about the wording of Criterion 5. The concept of 'drivers of change' is not clearly defined in the document guidelines. In the absence of a clear definition being included in the syllabus document glossary can we amend the terminology of the elements for C5 to reflect what is meant by the term.</p>
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For Criterion 6 - the threats and range of threats across different time periods make it difficult for the students.

## 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?**

**Any comments:**

Sample 1

The group were keen to have developed a set of annotated samples, particularly for what success at an 'A' rating would look like.