

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

Submission Time: March 19, 2018 9:41 am

Meeting Details

Meeting Venue:

South

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 - Australia in Asia and the Pacific Level 3

Moderation Leader Name

Erin Leder

Moderation Leader Email

eleder@gyc.tas.edu.au

Minute Keeper (if available)

Erin Leder

Minute Keeper Email

eleder@gyc.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

Peter Gibson
Erin Leder

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:

N/A

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

N/A

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C6

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

B+/A-

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

- Does contain wide description of causes eg warm ocean temperatures and low pressure system; social, environmental and economic impacts; capable of explaining why events have happened and realistic effect
- Does not contain thorough evaluation or a unique argument; more specialised information required

What evidence would you need to see in order to

- Evaluation, sample is only descriptive of what happened

assign a higher rating (or ratings)?

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

- incorporating more specific geographic terminology
- critically evaluate the question; provide a unique argument

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

- Inclusion of some terminology reference to geographical causes (eg influence of warm waters on humidity)
- Diverse range of impacts presented
- Information provided but not synthesised to show how cause/impacts/response is interrelated
- No evaluation provided; description only provides reasons
- Dot points actually prohibit thorough analyse and evaluation; linking of ideas

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

- paragraphing
- discussion of the question

What actions

- structure report with paragraphing vs dot points

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

- critically evaluate the question; provide a unique argument

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C6

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

B/B-

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

- Some inaccurate effects eg amount of deaths inflated
- Selection of disaster has reduced ability to discuss cause and effect of crisis
- Spread of disease eg malaria and diarrhoea is a credible specific impact
- Some precision of content (eg farmers being in debt) but application of ideas undeveloped
- Gives some solutions to the issues eg medical professional,
- Reference to ethnic groups reflects some specialised awareness of demographics

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

- develop ideas in greater detail
- incorporation of evaluation of national and international response
- suggestions for improvement

What actions would you recommend for teachers to help

- select a more consequential disaster eg earthquake; sea level rise
- teach evaluation of national and international

the student attain a higher rating (or ratings)?

response; report needs to provide suggestions for future actions

Summary of any further samples moderated

Further samples - Criteria assessed against

C6

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

Sample 4 - T, Sample 5 - T, Sample 6 - T+

What evidence supports the ratings the group has given

- Sample does not reflect engagement with course content or any specialised knowledge gained from participation in the course. Reference to theme park, USA & avalanche are vague generalisations irrelevant to the region.
- Although vague reference to a "plate moving", no evidence of awareness of causes and impacts of the crisis; no use of terminology
- Reference to displacement shows awareness of effect of a crisis but selected irrelevant information to reach conclusions
- Sample does not reflect engagement with course content or any specialised knowledge gained from participation in the course. Reference to theme park, USA & avalanche are vague generalisations irrelevant to the region.
- Although vague reference to a "plate moving", no evidence of awareness of causes and impacts of the crisis; no use of terminology
- Reference to displacement shows awareness of effect of a crisis but selected irrelevant information to reach conclusions
- Some connection between earthquake and flood but no specific geographic explanation for the crisis
- Vague awareness of response of Australian military

to the crisis but no judgement of effectiveness of response

- Response requires substantially more detail and reference to the amount of aid, reasons for giving aid
- Report is slightly cohesive and attempt made to follow the report format to show cause, impacts, response
- Some practical solutions are provided; Heavy vehicle license is a good specific response but insufficient variety in answer
- No evaluation, depth or substance; candidate has not provided enough detail to adequately assess across the standard elements

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

- a detailed report written
- all sections to be covered
- evaluation of response to crisis essential
- must move beyond saying what happened

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

- time allocation in exam; be sure to complete this section in adequate depth
- follow report structure - all sections must be covered

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:

2, 3

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

Mid-year exam, Section A

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

Erin Leder

Email

eleder@gyc.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.

Discussion of report format. Possibility of Student conference discussed.

Course Support

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

Grave concern is held by teachers for the future of AAP as a subject. With some colleges switching to Asian Studies, we have seen a vast decline in enrolments in AAP. We acknowledge the need to communicate to students that studying the Asia Pacific region is accessible to students of a variety of backgrounds and will provide them with a range of career pathways. As such, it is proposed a student conference be held to promote understanding Geography based subjects. Also, Professional Learning is needed for all new and beginning teachers interested in delivering AAP & Geography in the future.

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