

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

Submission Time: March 15, 2018 2:40 pm

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 - Geography Level 3
Moderation Leader Name	Caryn Shield
Moderation Leader Email	caryn.shield@collegiate.tas.edu.au
Minute Keeper (if available)	Karen Caporelli
Minute Keeper Email	KCaporelli@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

Caryn Shield
Rowan Harris
Debbie Claridge
Karen Caporelli

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

C4
C5

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

Criterion 4 = C+ Criterion 5 = C

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

This candidates response did not address the first part of question 3 correctly i.e. key causes of Anthropogenic Climate Change nor did they address the second part of question 4 i.e. process of land cover change. This limited the candidates ability to correctly identify key geographical concepts, assess the significance and consequences of interconnections between people and environments and describe the nature, rate and extent of change.

What evidence would you need to see in order to assign a higher

The candidate would have to address all required elements of the questions asked.

rating (or ratings)?

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

Teachers should ensure that students are informed about the importance of reading a question carefully and ensuring that all aspects of a question are addressed adequately. It is not appropriate for students to 'pre-prepare' responses for particular topics.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C4
C5

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

Criterion 4 = C Criterion 5 = C

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

No specific examples of MDCs and LDCs were provided. There were some inaccuracies in the information provided. Did not address the second part of question 4.

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

This candidate needed to provide specific, relevant supporting evidence (e.g. specific examples and data). They also need to describe, or at least make reference to, the rate and extent of change taking place.

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

Teachers should encourage the inclusion of supporting evidence in the form of specific examples and data from a range of MDCs and LDCs. It may be useful for teachers to show students how specific evidence can be used to strengthen an argument and demonstrate deeper understanding of a topic/issue/concept.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C4
C5

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

Criterion 4 = C Criterion 5 = C

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

This candidate used the same examples for both questions, which was not appropriate and demonstrated a lack of breadth of knowledge. This candidate also incorrectly identified land degradation as a type of land cover change for their response to the second question. This meant they could not accurately identify or assess the nature, rate and extent of this change.

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

This candidate would need to select more appropriate and supportive examples and ensure a range of examples were provided. This candidate would also need to correctly identify both a human activity causing land cover change and explain how it has created land cover change.

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

Teachers should provide students with a range of suitable evidence for them to draw upon, as well as encouraging students to source their own relevant examples and data. Again, working with students to carefully analyse different questions/task and assess what is required to successfully address them is an important action.

Summary of any further samples moderated

Further samples - Criteria assessed against

C4
C5

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

Criterion 4 = C- Criterion 5 = C-

What evidence supports the ratings the group

Common agreement this was the weakest of all samples, provided very little factual information and vague examples. Large sections were irrelevant.

has given

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

This candidate would need to clearly identify the key causes of change, describe how these changes have affected places and environments at different scales and clearly assess the significance of these changes. They would also need to select a range of relevant supporting evidence and ensure they have addressed all parts of the task/question.

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

Again, teachers need to ensure that students have been exposed to a range of examples and data they can draw upon as supporting evidence. Students should also be encouraged to identify and critically evaluate their own evidence. Teachers also need to ensure that students are aware of key instructional words and how to carefully read a question and assess what is required from the response to adequately demonstrate knowledge. Teachers need to ensure that students don't just understand the causes and consequences of land cover change but also the process of change (i.e. HOW an activity creates change).

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 moderated:

Criteria 3, 4 and 6

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

A common question will be assessed across the state for the mid-year examination. This question will be a short answer question focused on the topic of Mega-cities.

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 links etc. that were shared in the meeting.

PL opportunities:

May - HASS conference in Launceston

June - GYC conference combining AAP, Asian Studies and Geography

Resources:

ABC - Four Corners and Q&A on Population debate

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

Join TGTA for access to cheaper PL registration.

Course Support

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

It is critical new pre-tertiary Geography teachers are adequately supported, especially through the provision of supplementary resources and work samples. Currently, there is very little available to provide guidance to new teachers in regards to applying the standards and work expectations for students and whilst moderation does help in this role, it is limited in terms of its frequency and the number/types of tasks assessed. Further support from Curriculum Services in the provision of course specific PD would also be welcomed.

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?

Other: None - The samples provided did not answer at least one part of the question . It would be important for any exemplar to at least address the task required.