

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

**Submission Time:** March 13, 2018 2:26 pm

## Meeting Details

<b>Meeting Venue:</b>	South
<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 - Legal Studies Level 3
<b>Moderation Leader Name</b>	Simon Bennett
<b>Moderation Leader Email</b>	simon.bennett@collegiate.tas.edu.au
<b>Minute Keeper (if available)</b>	Ella Kearney
<b>Minute Keeper Email</b>	Ella.Kearney@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**

Susan Hawkins  
Rosalie Kinstler  
Ella Kearney  
Lyn Tunbridge  
Adam Croser  
Lisa Seddon  
Sam Cure  
David Westmore  
Simon Bennett  
Gary Way

**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:**

No extras

**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**

No apologies

## 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**

Very good use of examples/cases.  
Answered the question by making consistent reference to natural justice and procedural fairness.  
Uses a precise introduction.  
Analysis and evaluation is embedded in the description.

**What evidence**

Further counterarguments and some more

<b>would you need to see in order to assign a higher rating (or ratings)?</b>	compare/contrast to take to A+.
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	<p>One and three quarter pages seems to be optimal for short answer.</p> <p>Flag advantages/disadvantage (e.g. "An advantage is...")</p> <p>Debating skills seem to greatly assist with analysis in writing.</p> <p>Handwriting is important - this was difficult to read and interrupted flow.</p>

## Moderation and Annotations for Sample 2

<b>Sample 2 - Criteria assessed against</b>	C3
<b>What rating (or ratings) has the group assigned this Sample?</b>	N/A
<b>What evidence supports the rating(s) the group has given</b>	This was not assessed due to time constraints
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	This was not assessed due to time constraints
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	This was not assessed due to time constraints

## Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C3

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

This was not assessed due to time constraints

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

This was not assessed due to time constraints

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

This was not assessed due to time constraints

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

This was not assessed due to time constraints

## 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**

Work described key features of adversary system.

**ratings the group has given**

Student did some analysis of legal representation; including the fact that legal representation is expensive, and therefore only available to those with resources.

Question said to identify rather than describe features; this sample was description heavy and too light in analysis to achieve an 'A'.

\*\*Assessor confusion regarding difference between standard element 1 and 2 (analyse effectiveness v. advantages and limitations).

\*\*Questions need to more closely reflect the standards.

\*\*Some teachers spoke about possibility of some standards for how to write a short answer (i.e. what is acceptable? What is not?) - to be further discussed at meeting in September.

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

Needed to discuss more advantages and disadvantages of adversary system.

Needed more examples (including cases - Dietrich v. The Queen for legal representation).

Brief mention of Legal Aid would add to response.

Answer needed to link to the principles (e.g. natural justice and procedural fairness) in the question.

Comparison between natural justice and an absence of natural justice.

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

Focus on analysis rather than description.

Avoid writing a mini-essay - there is not time to write an introduction and conclusion. Instead - students can write a short intro which is essentially a broad definition/contextual information.

Ensure students learn examples/cases.

Dot points can be valid, and can be part of an 'A' answer.

## Planning for September Moderation 2018

<b>Are you planning on:</b>	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
<b>Please list the criteria to be moderated:</b>	2 and 7
<b>Briefly describe the type of task you plan to look at:</b>	Short answer response to question on either customary law, statute law, common law, law reform or international law.
<b>Please state the name of the person supplying the samples for the September moderation</b>	David Westmore
<b>Email</b>	david.westmore@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>	<p>Fare evasion video clip from ABC News - good link to liberal democracy.</p> <p>Poland example - liberal democracy.</p> <p>Parliamentary Education Office.</p> <p>APH infosheets.</p> <p>Gambling - Boyce 'Losing Streak'.</p> <p>SBS Occupation Native - very good indigenous history - available on ClickView.</p>
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## Course Support

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

Concerns about algorithm regarding PA requiring 7 x C; appears to be different from other courses. Recommend TASC address this in the name of equity.

## 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 3  
Sample 4  
Sample 8  
Other: Meant to only click Sample 4.