

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

**Submission Time:** March 20, 2018 11:40 am

## 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 - Modern History Level 3
<b>Moderation Leader Name</b>	John Williamson
<b>Moderation Leader Email</b>	williamsonj@fahan.tas.edu.au
<b>Minute Keeper (if available)</b>	Sue Newitt
<b>Minute Keeper Email</b>	snewitt@calvin.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**

Sue Newitt  
Graeme Oddie  
Kate Peacock  
Sophie Gibson  
John Williamson  
Peter Jones  
Nevenko Bartulin  
Felicity Leonard  
Sally Polanowski  
Gillian Goldsworthy  
Vicki Paterson

<b>anyone who was extra on the day</b>	Jane Heazlewood
<b>Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:</b>	-
<b>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</b>	Jenny Jones

## Moderation and Annotations for Sample 1

<b>Sample 1 - Criteria assessed against</b>	C6
<b>What rating (or ratings) has the group assigned this Sample?</b>	B+
<b>What evidence supports the rating (or ratings) the group has given</b>	Did discuss 'threats' and was quite detailed
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	<p>Would need to analyse the threats and differentiate between them more for an A result.</p> <p>At A level we would expect some defining of threats/challenges</p>

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

Encourage students to define the sort of threat that they are discussing - not just in terms of internal/external but whether it is a challenge to or a serious dislocation of the status quo

## 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**

Some discussion on some of the threats

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

Would need more in depth discussion and analysis/evaluation of a broader range of threats. It was a little perfunctory in terms of discussion generally. At a B standard but only just.

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

A more fulsome approach to each threat wherever possible.

## 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>	Has identified some threats and described them.
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	More discussion, examination and analysis would lift this to a B rating.
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	Encourage student to weigh up the threat, compare it with others, to examine more thoroughly.

### 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 - C; Sample 5 - C+; Sample 6 - C+
<b>What evidence supports the ratings the group has given</b>	<p>Sample 4 - Identified some threats</p> <p>Sample 5 - despite its brevity, has addressed the question in terms of referring to some threats</p> <p>Sample 6 - has identified some threats</p>
<b>What evidence would you need to see in order to</b>	Sample 4 - needs to analyse the characteristics of the threats and explain them in more detail

**assign a higher rating (or ratings)?**

Sample 5 - too brief on all threats and needs to examine them in more depth

Sample 6 - hard on this question to tackle Criterion 6 but needs to make an effort - too much irrelevant information here

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

Encourage students to check which criteria are being assessed in each section of the paper and use that to guide how they write an answer - dont just "brain dump".

## 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:**

Criterion 7

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

Teachers will send Mid Year examination responses to Section C (Cold War, Terrorism) assessed on Criterion 7. These will be sent to the Moderator and then will be read and assessed in the meeting.

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

John Williamson

**Email**

[williamsonj@fahan.tas.edu.au](mailto:williamsonj@fahan.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.**

Sean McMeekin, *The Russian Revolution: A New History*, Basic Books, 2017

Bipan Chandra et. al, *India's Struggle for Independence*, Penguin, 1989

D.N. Gupta, *Communism and Nationalism in Colonial India 1939-1945*, Sage Publications, 2008

B & T Metcalf, *A Concise History of Modern India*, Cambridge Uni Press, 2012

Nisid Hajari, *Midnight's Furies: The Deadly Legacy of India's Partition*, Houghton Mifflin, 2015

Crash Course History on Youtube.

Alphahistory - very good website - [alphahistory.com](http://alphahistory.com) - with useful Historiography material (good for assessment of Criterion 7)

## Course Support

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

Meeting very happy with the changes that have been made to the course and the revised criteria are working well. Criterion 6 was deemed a little difficult to interpret but there was a shared understanding the the word "Threats" can mean a challenge to the government (either internally or externally) or significant alteration to the status quo.

No PL required for this year.

Meeting agreed that it is important to let this course settle and allow teachers to develop materials to improve teaching and learning.

## 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

Sample 1 was marked as an A- on the exam but the meeting felt that good writing covered the fact that analysis of the threats was not as thorough as needed for an A. Hence the meeting assessed it as B+