

2021 March Moderation - Report



Which meeting is this report for?

Legal Studies Level 3

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

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Sample 1 - What evidence supports the rating (or ratings) the group has given?

The sample 1 response:

- made reference to some limited case law and examples
- made some vague reference to the relevant legislation
- lacked detail and specificity about the relevant law, political/legal opinion
- lacked analysis and evaluation

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Response needed to address the elements of criteria 5 through use of appropriate legal and political terminology, identify connections between the issue and the relevant legal/political law/institutions, discuss and analyse the varying legal and political views on the issue. More specificity and detail required.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Student should be guided by the elements within criteria 5 to ensure that they are adequately addressing all elements and incorporating the level of detail required (inclusive of discussion/analysis where appropriate).

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

B-/C+ (very borderline)

Sample 2 - What evidence supports the rating (or ratings) the group has given?

It was difficult to reach a definitive consensus on this response and it was agreed that this sample was very borderline. The following points were made about this sample:

- Some reference was made to the relevant law and the nuances of the topical legal issue inclusive of references to law reform processes.
- The response was certainly not comprehensive and lacked details/specificity as to the relevant legislation, discussion about many of the significant points within this topical legal issue.
- There was some inaccuracies present.

More time to discuss the detail about why the varying marks were evident and how we arrived at these conclusions would be beneficial, but we were ultimately constrained by the time allocation for the moderation meeting.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Some were of the view that to assign a higher rating to this response the sample needed to contain correct/accurate information and more detail/depth of discussion and address more of the significant issues that were seemingly obvious inclusions for this topical legal issue.

There was also discussion that similar borderline responses may have obtained a B- for Criteria 5 but a C+ for Criteria 2 in the end of year exam if it was difficult to discern a definitive mark for this criteria. A request was made for the final exam marks for this response to be made available for discussion at the moderation meeting in the future.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Ensure that students include reference to all relevant elements within the issue, and are wholly accurate in their inclusions, avoid repetition and be specific as opposed to making vague references to the nuances of the issue.

 Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall

Sample 3 - What rating (or ratings) has the group assigned this sample?

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Sample 3 - What evidence supports the rating (or ratings) the group has given?

Sample 3 was:

- comprehensive on the topical legal issue;
- referred to relevant law, interest groups and their role in the law reform process, etc;
- used legal and political terminology well, in a well written response;
- included analysis, and drew conclusions after a well reasoned discussion;
- however, the response did lack some significant details about some relevant points within this issue.

NOTE: time constraints prevented a deeper discussion about the strengths and limitations of this response.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

See above comments.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

It was noted that LawFest is a valuable source of information for both students and teacher, but it should not be the only resource and merely acts as a guide. Students should be guided by the syllabus document and relevant research.

Teachers should collaborate to share resources and ideas about inclusions for the topical legal issues as it can be difficult to guide students when there is a lack of expertise about the issues themselves.

Planning for September Moderation 2021 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criteria 1 and 7

State the name of the person who will be providing the samples for moderation

Bob Pill and Lindsey Hills

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Microsoft Teams set up for 2021 teachers. Bob to invite all participants into this. This will be an excellent forum for discussion about the topical legal issues for 2021 but also resource sharing for other relevant areas of the syllabus.

Email chain with all 2021 teachers continues to also be available.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

There were some concerns about topical legal issues raised. The new exam specifications place a large emphasis on criteria 2 now that the short answer response in Part B has been removed and teachers would appreciate more guidance on how this is to be incorporated well/being assessed. There is a desire to expose more external markers to mark this section, but this can be logistically problematic. It was proposed that topical legal issue responses in the externally assessed exam be double marked as they have been in the past. It was noted that this course comes up for review at the end of this year.

Some concerns that enrolments in Legal 3 have dropped in recent years due to the exam structure and a limited percentage of students obtaining EA ratings (i.e. 5% EAs in 2020 compared to comparable HASS subjects where there were 14% EAs).

Teachers were encouraged to raise this with TASC through their TASC Liaison Officers, but noted that these concerns would be minuted and Bob would pass on these concerns to Curriculum Services/Russell Cooper HASS Curriculum Leader.