

2021 March Moderation - Report



Which meeting is this report for?

Modern History 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 3 = Overall

Criterion 6 = Overall

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

Cr. 3: B+ Cr. 6: A-

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

Excellent structure. Occasionally veered away from the question but focused on the threats; lapsed into narrative on occasions, sometimes lacked consistency. Didn't discuss relative importance in enough detail.

Intellectual thread from start to finish.

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

Needed to analyse more consistently about the impact of change and relative merit.

Need to see more evaluation of the threats.

Sample 1 - Summary of group consensus with comments to element level if applicable.

Discussion about sources and requirements for the various elements which are to be examined within each criterion. Teachers were reminded to look at the new exam specifications document on the TASC website.

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

Avoid teaching students to regurgitate information.

Discussion followed as to what elements should be included in Criterion 3 (especially element 5)

Reduce length of essay and focus on more analysis.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall
 Criterion 6 = Overall

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

Cr. 3: C Cr. 6: C-

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

Haven't covered the whole time period; were some factual problems.
 No direct thesis, but done enough.

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

Cover the whole time period, central thesis.

Sample 2 - Summary of group consensus with comments to element level if applicable.

Did not address the stimulus or really answer the question.

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

Cover the whole time period.

Moderation Details for Calibration - Sample 3

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

Criterion 3 = Overall
 Criterion 6 = Overall

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

Cr. 3: A- Cr. 6: A-

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

Some really good analysis in this and lovely phrasing in terms of language/communication. Strong on criterion 3. Whilst started slowly, it really picked up the pace in terms of the question "how responses affected the history". and weighed up the threat between external and internal.

Good focus on response to threats; identified threats and talked about responses and why Japan responded this way. Explored ideological shifts that were occurring. Used information to form a tighter argument.

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

More focus on how the Great Depression affected Japan.

Sample 3 - Summary of group consensus with comments to element level if applicable.

A high level response

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

Helping students refine their argumentation and analysis

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 4

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

Nev Bartulin

Sharing Resources

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

New teachers took the time to ask questions about how to assess student papers effectively in relation to the elements of criteria 3 and 6.

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 further requests to have the dates for Russia changed