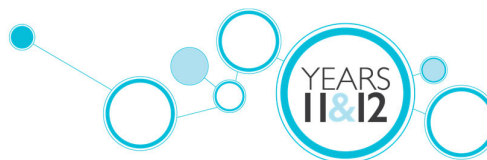


2018 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	HASS - Ancient History Level 3
Moderation Leader Name	Sharyn Lawrence
Moderation Leader Email	sharyn.lawrence@education.tas.gov.au
Minute Keeper	Sarah Farrow
Minute Keeper Email	sarah.farrow@mrc.tas.edu.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Sarah Lily-White (Scotch) Sarah Farrow (MRC) Colin Richards (Hellyer) Shane Wolfe(Don) Sharyn Lawrence (LC) Russell Cooper (NC) Jane McInarlin (Geneva) James Steenson (Leighlands)
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	Nil

meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

None

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

No sample was selected as there was disagreement about how to approach the essay for Section B.

Summary of any further samples moderated (CONFERENCING or FOLIO) - Sample 1

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

Crit 4 = All elements
Crit 6 = All elements

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

China 4C+ 6B-

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

4C+ Limited range of sources (3 literary) but some sound synthesised evidence-based discussion.

6B- Strong discussion of geographic and historical context standard. Some confusion about the feature being

has given?	discussed and it was unclear which structures were being outlined.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	4 Greater range of sources and thorough discussion 6 More coherent essay structure to show which structures and features are being discussed.
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Practice at essay planning Seeking and employing more sources to use as evidence

Summary of any further samples moderated (CONFERENCING or FOLIO) - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 4 = All elements Crit 6 = All elements
Sample 2 - What rating (or ratings) has the group assigned this sample?	China 4D 6D+
Sample 2 - What evidence supports the rating (or ratings) the group has given?	4D Only 1 direct source 6D+ A very short, incomplete essay that begins to discuss the topic
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More length and points discussed in detail.
Sample 2 - What actions would you	Examine time management- did the student spend too

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

much time on Essay 1 in the mid-year exam?

Summary of any further samples moderated (CONFERENCING or FOLIO) - Sample 3

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

Crit 4 = All elements
Crit 6 = All elements

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

Rome 4C+ 6C

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

4C+
Positive use of terminology- evidence of understanding
Limited range of quality sources and no secondary sources included

6C
Mainly a retelling rather than discussion of points. There is an outline of the content instead of explanation. Confuses structures and features.

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

4
Greater range of quality sources including secondary sources (ancient/modern. More evidence- based discussion. While the student mentions some writers the titles of works are not given.

6
Student needs to make it clearer if religious beliefs and practices are being discussed as a structural element OR a feature

Sample 3 - Summary of group consensus at element level with comments

Consensus was reached

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

Practise making points as part of an argument rather than providing information on a topic (C rating).

Summary of any further samples moderated (CONFERENCING or FOLIO) -
Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 4 = All elements
Crit 6 = All elements

Sample 4 - What rating (or ratings) has the group assigned this sample?

Rome 4B 6C-

Sample 4 - What evidence supports the rating (or ratings) the group has given?

4B
Uses a range of quality sources and synthesises an evidence-based argument.

6C-
Not clear that the essay satisfies the set topic and focus of Module B: the Structures of a society. Little discussion of any structures but some references to them in relation to the feature which was discussed at length.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

4
More evidence of the structures.

6
More balance in the structure of the essay so that the structures and the feature are both discussed in some depth.

The feature is women and families not just women as emphasised in the essay. No reference to lower class or slave women.

Sample 4 - Summary of group consensus

Clear consensus on criterion 4 but disagreement about the approach used for criterion 6: more an essay about the feature with some links to the structures.

at element level with comments

Some teachers strongly supported a detailed discussion of a feature with limited reference to associated structures; others expected the discussion to show understanding of the structures and a feature.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Unclear.

Summary of any further samples moderated (CONFERENCING or FOLIO) - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 4 = All elements
Crit 6 = All elements

Sample 5 - What rating (or ratings) has the group assigned this sample?

Egypt 4C- 6C-

Sample 5 - What evidence supports the rating (or ratings) the group has given?

4C-
Not a sound C because only generalised use of sources ('some artwork'; 'the temples') and no secondary sources

6C-
Very weak points overall but some knowledge of the ancient society was shown. Confusion about which structures, features and cultural practices were being discussed.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

4
More references to primary and secondary sources were required to support points. The sources need to be specific and pertinent.

6
Discussion is very general and simplistic. Essay contains nearly 3 pages of points so some content is included but

<p>Sample 5 - Summary of group consensus at element level with comments</p>	<p>the argument is hard to follow.</p>
<p>Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Weak essay but just in the "C" range.</p> <p>More effective essay planning and a stronger introduction would enable a stronger essay to progress. The student needs to be able to refer to a greater range of appropriate sources to provide evidence.</p>

Summary of any further samples moderated (CONFERENCING or FOLIO) -
Sample 6

<p>Sample 6 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Crit 4 = All elements Crit 6 = All elements</p>
<p>Sample 6 - What rating (or ratings) has the group assigned this sample?</p>	<p>Egypt 4 A- 6 A</p>
<p>Sample 6 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>6 Synthesised discussion of secondary evidence could have been stronger.</p>
<p>Sample 6 - What evidence supports the rating (or ratings) the group has given?</p>	<p>4 A- Consistent frequency of evidence throughout the discussion. Well chosen evidence and the student argues about the validity of some interpretations. Positive use of a wide range of specific examples to provide synthesised argument.</p> <p>6 A well balanced essay that thoroughly discusses both</p>

structures and a key feature (women).

**Sample 6 -
Summary of
group consensus
at element level
with comments**

Clear consensus that this essay was very strong in both criteria: strong evaluation, sophisticated analysis and supported by well chosen evidence. Essay included detail about both structures and a feature, helped by the fact that it is nearly 6 pages long.

This essay raises the question: can students who can only manage to write 2-3 pages adequately discuss the structures and a feature?

**Summary of any further samples moderated (CONFERENCING or FOLIO) -
Sample 7**

**Sample 7 - Please
identify each
criterion being
moderated and IF
SELECTED the
elements within
that criterion**

Crit 4 = All elements
Crit 6 = All elements

**Sample 7- What
rating (or ratings)
has the group
assigned this
sample?**

Greece Athens (Sample 7) 4 A 6 A-

**Sample 7 - What
evidence supports
the rating (or
ratings) the group
has given?**

4 A
Wide range of appropriate sources with very convincing use of quotes.

6 A-
This fairly short essay (3 pages) contained strong analysis of the links between structures and a feature (warfare). Geographic context was not addressed.

**Sample 7 - What
evidence would
you need to see in
order to assign a
higher rating (or
ratings)?**

4
Could perhaps aim for stronger synthesis of evidence and argument.

**Sample 7 -
Summary of
group consensus
at element level**

Although the use of quotes is not essential for an "A" response they can add value if they are incorporated well in the argument.

with comments

Summary of any further samples moderated (CONFERENCING or FOLIO) -
Sample 8

Sample 8 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 4 = All elements
Crit 6 = All elements

Sample 8 - What rating (or ratings) has the group assigned this sample?

Greece Athens (Sample 8) 4A- 6A-

Sample 8 - What evidence supports the rating (or ratings) the group has given?

4A-
Wide range of appropriate evidence (4-5) including ancient and modern sources that is synthesised into the discussion. Very confident references to the source material which supports different interpretations.

6A-
Numerous, convincing arguments

Sample 8 - What evidence would you need to see in order to assign a higher rating (or ratings)?

There was some debate over whether there was enough explanation of the political and social systems as a foundation for examination of warfare.

Sample 8 - Summary of group consensus at element level with comments

Some debate over whether the standard for Criterion 6 was more in the B+ range rather than A as the discussion was more descriptive rather than analytical. But many evaluative statements were made.

Sample 8 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Unclear- depends upon the approach recommended by the teacher.

Summary of any further samples moderated (CONFERENCING or FOLIO) -
Sample 9

Sample 9 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 4 = All elements
Crit 6 = All elements

Sample 9 - What rating (or ratings) has the group assigned this sample?

Greece Sparta (Sample 9) 4A- 6A

Sample 9 - What evidence supports the rating (or ratings) the group has given?

4A-
Range of varied sources referred to including well-chosen quotations. Consequences of the lack of Spartan origin evidence explained.

6A
Strong discussion of all elements of the set topic including historical and geography context, beliefs and values and structures and features.

Sample 9 - What evidence would you need to see in order to assign a higher rating (or ratings)?

4
Possibly too much detail about the limitations of the evidence for Sparta- reduce to a couple of sentences.

Sample 9 - Summary of group consensus at element level with comments

Several markers assessed this sample in the high B range because it did not have such a convincing a unified structure. connections between all the elements for the topic were difficult to connect. Perhaps this was more the fault of the Section B content and standards than the student's effort.

Sample 9 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Difficult to make suggestions

Summary of any further samples moderated (CONFERENCING or FOLIO) -
Sample 10

<p>Sample 10 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Crit 4 = All elements Crit 6 = All elements</p>
<p>Sample 10 - What rating (or ratings) has the group assigned this sample?</p>	<p>Greece sparat (Sample 10) 4B 6B</p>
<p>Sample 10 - What evidence supports the rating (or ratings) the group has given?</p>	<p>4B Solid use of ancient primary sources and evidence based arguments.</p> <p>6B Clearly written but not very complex nor sophisticated arguments. Strong discussion of development of underlying values and beliefs. Solid analysis of main points relating to Sparta. comprehensive introduction.</p>
<p>Sample 10 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>4 Include some secondary sources: ancient and modern</p> <p>6 Perhaps include less detail and facts about the structures and more analysis and significance of the development of the structures.</p>
<p>Sample 10 - Summary of group consensus at element level with comments</p>	<p>There was some debate about the meaning of "range of evidence": does it refer to the number of sources or require a variety in the range eg primary and secondary, ancient and modern, archaeological and literary? This was not resolved.</p> <p>The essay structure divides the essay into two distinct parts: structures/ historical and geographic contexts and then the feature. While this structure enables the student to address all parts of the set topic (and exam specs elements) it results in a rather disjointed essay.</p>
<p>Sample 10 - What actions would you</p>	<p>More attention paid to key sources.</p>

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

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply	Level 3 or 4
For Level 3 and 4 courses please suggest criteria for consideration by CTL's.	Criteria 3, 4 and 7 Section C of 2018 end of yr exam
Please enter the name and email address of the person providing the samples:	CTL
Email	wendy.frost@education.tas.gov.au

Sharing Resources

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

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in	<p>URGENT</p> <p>More work is urgently needed to resolve the issue of how best to approach Section B responses. There is a mismatch between the Module B content, exam topic and the focus of the standards in Criterion 6.</p> <p>This divergence of approach was apparent in the marking</p>
---------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

relation to this course:

process in 2017 and is still a major issue in 2018. It is not a north/ south division.

What advice should teachers give students for the 2018 exam?