

2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which meeting is this report for?

HASS - Ancient History Level 3

Moderation Details for Calibration - Sample 1

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

Sample 1 Greece - C

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

Lack of secondary sources; no ancient literary sources; no synthesis of evidence - mentioned but not used..."evidence would suggest..."; archaeological evidence sound

Moderation Details for Calibration - Sample 2

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

Sample 2 Greece - B+

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

Connection between evidence and argument; analysis of sources clear; in B range for element 3 and 4; geographic context part of the question not addressed which drops it down to B range.

Moderation Details for Calibration - Sample 3

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

Sample 3 Greece - A

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

Systematic preparation and discussion around evidence very clear; a delight to read

Moderation Details for Calibration - Sample 4

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

Sample 4 China - C

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

Needed a more depth - one more sentence to move from description to analysis; use of two secondary sources can make it a C over a C-; attempts to discuss bias; number of sources good but mostly superficial.

Moderation Details for Calibration - Sample 5

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

Sample 5 China - A

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

Great intro; links secondary sources and classical sources well; synthesis sophisticated; strong conclusion

Moderation Details for Calibration - Sample 6

Sample 6 - What rating (or ratings) has the group assigned this sample?

Sample 6 Egypt - C+

Sample 6 - What evidence supports the rating (or ratings) the group has given?

Evidence number good, but not analysed; historical and geographical context lacking; evidence-based position not clear; generic statements

Planning for March Moderation 2020 - Statewide Samples

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

New or modified course - material is fine, but structure of syllabus really needs work to be able to guide students to be successful; too much of breadth of information to try to fit in - possible to limit choice to two structures instead of all four (Section A - structures and evidence in site/event, Section B - features, Section C - individual)...but other than that, Criterion 3.

Sharing Resources

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

Sharyn Lawrence - experimental archaeology - clay and making their own version of works, ivory/teeth (marsupial/horse) soaking in vinegar to beat out to use to make jewellery.

Excursions - classics museum in Hobart, curator, Neil, very helpful; Mona can sometimes have relevant items also

'Discovering Britain' on SBS links to Roman

Archaeologist at Queen Victoria Museum in Launceston

Virtual Reality for Roman architecture etc.

Senior classes teaching a lesson or unit to Year 7

Course Support

Please provide details of any future focus and

- Please consider reworking the Ancient History course as mentioned previously, but also a reworking of History and the Environment 2 to have more flow on to both Ancient and Modern History would be of huge benefit. Many students pick

ways forward you would like Curriculum Services to consider in relation to this course:

Level 3 History's purely out of interest and it would be good for them to have a mediation course to work towards achieving higher in the Level 3 in Year 12.

- Section A and Section B can be reworked. To help both depth of understanding and chronology of study. More options in relation to study of structures in-depth rather than having to do ALL options. Really it makes sense to study Section B content first, structures of the Ancient societies are needed to begin the course.

- Format of exam could also be revisited; short answer, specific questions might help some students. 3 essays in 3 hours significantly advantages students with a faster handwriting speed.