

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which AM Meeting is this report for?

HASS - Australia in Asia and the Pacific Level 3

Moderation Leader Name

Mark Crocker

Moderation Leader Email

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Minute Keeper

Mark Crocker

Minute Keeper Email

mark.crocker@education.tas.gov.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.

Mark Crocker, Launceston College  
Shon Mountney, St Patrick's College

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Nil

Moderation Details for Calibration - Sample 1

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

Criterion 2 = Overall  
Criterion 4 = Overall

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

C2= A, C4=A

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

More than sufficient content, fluent articulation and analysis of patterns and behaviour

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

Not necessary- this could be used as an exemplar for this question/part of the course

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

Both of us concurred on assessment.

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

As above

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall  
Criterion 4 = Overall

that criterion

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

C2= B-, C4= B-

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

Formulaic in structure. Use acceptable content markers, but generalised and superficial discussion, although analysis of programmes is obvious. Good inclusion of local level reaction and perspective.

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

More specific reference to programmes and data- name it up. Use data to more precisely specify impacts, rather than use generalised statements and comments

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

Theory + Explanation + Examples/Data/Cases should be the structure of each body paragraph.

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall  
Criterion 4 = Overall

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

C2= C, C4= C

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

Structurally effective in a chronological manner- trace the stages of immigration over time, but little in depth analysis. Provision of acceptable base line data, but seemingly just follows a chronologic order rather than demonstrate deep understanding of the patterns and impacts. As the conclusion states, kit really is a 'summary' of the immigration pattern in Australia from British invasion to now.

**Sample 3 - What evidence would you need to see in**

An in depth analysis of the immigration patterns and how they have changed Australia's way of life, attitudes and value/belief systems. A more fluent presentation of information to better display understanding and interpretation, rather than simply

order to assign a higher rating (or ratings)?

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

listing facts.

Analysis and interpretation of data to relate to modern Australia.

### Moderation Details for Calibration - Sample 4

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

Criterion 2 = Overall  
Criterion 4 = Overall

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

C2= C-/t+, C4= C-/t+

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

Under exam conditions this may have been acceptable, but the written structure is not fluent; there is little real link between one paragraph and the next and the consistency of information presented is flawed. Content shows some knowledge, but presented in a very superficial generalised manner, obvious that student has not revised or understood the key concepts.

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

Some inclusion of India's history of migration before 1975 would have been good. A more in depth discussion of the role Indian migration had/has on Australian cultural life. More actual, verifiable data to support generalised statements.

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

Impress upon students that generalised inclusion of sweeping statements on any topic will only barely be acceptable. Some demonstration of understanding and analysis of the ramifications of human behaviour are essential in this subject.

### Planning for September Moderation 2019 - Statewide Samples

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

WE WILL COMMUNICATE VIA EMAIL TO MAKE THESE DECISIONS

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

Not yet decided

Email address of the person providing the samples for September moderation

Not yet decided

Sharing Resources

Course Support