2019 March Moderation - Report

Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	HASS - Geography Level 3
Moderation Leader Name	John McLaine
Moderation Leader Email	jmclaine@lcgs.tas.edu.au
Minute Keeper	Andrew Poynter
Minute Keeper Email	andrew.poynter@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.	Leanne Stones (Don) Andrew Poynter (LC) Georgie Routley (Scotch) John McLaine (LCGS)
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 3 = Overall Criterion 5 = Overall
Sample 1 - What rating (or ratings) has the group assigned this sample?	C3 (C); C5 (C)
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Use of geographical language is evident, albeit used incorrectly and incoherently
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Greater use of specific examples to support statements.
Sample 1 - Summary of group consensus with comments to element level if applicable.	Consensus was reached (as per results entered above).Group agreed that more specific examples (evidence) is required to move beyond a 'c' rating in criterion 5.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 2 = Overall Criterion 5 = Overall
Sample 2 - What rating (or ratings) has the group assigned this sample?	C3 (A-); C5 (A-)

Sample 2 - What evidence supports the rating (or ratings) the group has given?	A strong use of geographical language. Specific examples were evident, albeit a little weak and non-specific.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Strong 'A' ratings would display more detailed specific examples to support statements.
Sample 2 - Summary of group consensus with comments to element level if applicable.	Consensus was eventually reached (as per results entered above). This sample took the longest to reach consensus over. Some members of the group marked it as 'B+' for both C3 and C5.

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 5 = Overall
Sample 3 - What rating (or ratings) has the group assigned this sample?	C3 (T+); C5 (T+)
Sample 3 - What evidence supports the rating (or ratings) the group has given?	A distinct lack of diversity and detail throughout responses in all three questions that were answered.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Albeit containing some key terminology, the responses provided barley addressed the question and the same examples were used for each section of the task, displaying a lack of understanding of the topic.
Sample 3 - Summary of group consensus with comments to element level if	Group consensus was reached (as per results entered above). Some members of the group had the sample marked as C- for both C3 and C5, but discussion amongst teachers made sure the consensus was reached without opposition.

applicable.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 3 = Overall Criterion 5 = Overall
Sample 4 - What rating (or ratings) has the group assigned this sample?	C3 (B+); C5 (B+)
Sample 4 - What evidence supports the rating (or ratings) the group has given?	Clear, coherent understanding of concepts
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Whilst responses demonstrated a strong understanding of key terms and concepts, there was a lack of sufficient evidence/examples to support the statements made in the responses.
Sample 4 - Summary of group consensus with comments to element level if applicable.	Group consensus was reached(as per results entered above. Following the initial grading of this sample, comparison with sample 2 resulted in the decision that this sample fell into the 'B' category.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criteria 4 and 6 (Section A)
State the name of the person who will be providing the samples for	In addition to requesting samples from TASC (from end of year exam), teachers decided on a common task for midyear exam to be used as moderation material.

September moderation.

Email address of the person providing the samples for September moderation

John McLaine to request samples from TASC

Sharing Resources

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

Documentary series ('Incredible Human Journey' by Prof. Alice Roberts) was shared as a resource for providing adequate background on human history at the commencement of the course.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

The rewriting of elements to include 'plain English'. Consensus was reached in regards to the difficulty of interpreting and assessing various elements within the moderated criteria (e.g. Element 1; Criterion 3) The upcoming review of the Geography view was discussed without a clear understanding of what is occurring. A brief discussion was had about upcoming PL opportunities (AGTA conference, GTAV conference, ESRI PL offered through UTAS, Humanities conference)