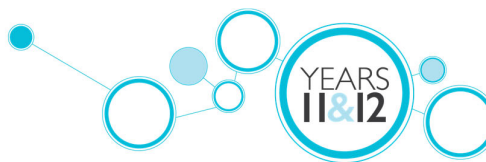


2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which meeting is this report for?

HASS - Geography Level 3

Moderation Details for Calibration - Sample 1

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

C 4 - B, C 6 - C+

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

Crit. 4 Showed evidence of describing interconnections (element 2)

- Selected supportive examples (element 5) with relevance to geographical concepts being described, albeit lacking in detail

Crit. 6 Displayed ability to identify relevant geographical background to the issues (element 1) being discussed

- Showed evidence of explaining how decision making (management strategies) are informed by environmental, economic and social factors (element 2). This displayed at attempt at evaluation.

- Examples selected (element 4) were of a 'c' standard

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

Crit. 4 Supportive examples require more specificity (i.e. specific locations, names of programs, etc.)

- Statistical evidence to support explanation of geographical phenomena

- Greater detail in the explanation of interconnections between people, places and challenges being discussed.

Crit. 6 Supportive examples require more specificity (i.e. specific locations, names of programs, etc.)

- More detailed evaluation (part c) guided by a framework for evaluation

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

Crit. 4 - Ensuring students are prepared with specific examples for challenges facing rural/remote and urban places in Australia. These examples should include specific detail and supportive statistical evidence.

Crit. 6 - Ensuring students are prepared with specific management strategies relevant to the challenges identified in previous responses.

- Students should also be well prepared to evaluate the selected management strategies. The teaching of a specific framework/tool for evaluating the future success of a program would be a worthwhile teaching strategy.

Moderation Details for Calibration - Sample 2

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

C 4 - A-, C 6 B+

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

Crit. 4 Explained interconnections between people, places and the challenges being discussed (element 2)

- Selected supportive examples (element 5) with evident analysis of relevance to geographical concepts being described

- Statistical evidence was provided, adding relevant detail to explanation of challenges

Crit. 6 described relevant geographical background to the issues (element 1) being discussed

- Showed evidence of explaining how decision making (management strategies) are informed by environmental, economic and social factors (element 2).

- Evaluation was sophisticated, showing an awareness of various interconnections which could affect the future success of chosen management strategies

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

Crit. 4 Ensuring there is adequate and correct reference to and explanation of concepts (i.e. 'missing middle') (element 1).

Crit. 6 Evaluation could have included more detail such as proposing individual/collective actions in response to the challenge (element 3) being discussed

Sample 2 - What actions would you recommend for teachers to help the student attain

Crit. 4 Explaining the importance of element 2; identify ('c' rating) through the explain ('a' rating)

Crit. 6 Students should also be well prepared to evaluate the selected management strategies. The teaching of a specific framework/tool for evaluating

a higher rating (or ratings)?

the future success of a program would be a worthwhile teaching strategy.

- A framework for evaluation will allow students to identify weaknesses in a management strategy. These weaknesses can then be focused on as areas which could be improved, providing students with a space to propose actions (element 3) for improvement.

Moderation Details for Calibration - Sample 3

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

Crit. 4 B- Crit. 6 C+

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

Crit. 4 Showed evidence of describing interconnections (element 2), linking various factors such as loss of population and loss of services.

- Selected supportive examples (element 5) with relevance to geographical concepts being described, albeit lacking in detail

Crit. 6 Displayed ability to identify relevant geographical background to the issues (element 1) being discussed

- Showed evidence of explaining how decision making (management strategies) are informed by environmental, economic and social factors (element 2). This displayed at attempt at evaluation.
- Examples selected (element 4) were of a 'c' standard, lacking relevance to challenges described. Supportive examples were often included in the last sentence, rather than being integrated into response throughout.

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

Crit. 4 Supportive examples require more specificity (i.e. specific locations, names of programs, etc.)

- Statistical evidence to support explanation of geographical phenomena
- Greater detail in the explanation of interconnections between people, places and challenges being discussed.
- Less hyperbole - more specificity
- A more consistent argument, with intertwined case studies throughout to demonstrate depth of understanding

Crit. 6 Supportive examples require more specificity (i.e. specific locations, names of programs, etc.)

- More detailed evaluation (part c) guided by a framework for evaluation

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

Crit. 4 Ensuring students are prepared with specific examples for challenges facing rural/remote and urban places in Australia. These examples should include specific detail and supportive statistical evidence.

Crit. 6 Ensuring students are prepared with specific management strategies relevant to the challenges identified in previous responses.

- Students should also be well prepared to evaluate the selected management strategies. The teaching of a specific framework/tool for evaluating the future success of a program would be a worthwhile teaching strategy.

Planning for March Moderation 2020 - Statewide Samples

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

- Criterion 3 and 6

Sharing Resources

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

- Brief discussion was had regarding the benefits of attending either the GTAV or AGTA conferences

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 majority of teachers at the meeting were unaware that amendments had recently been made to the Geography course document. As a result, curriculum services did not receive any feedback from teachers during the consultation period which has now closed. This was met with disappointment and frustration from the teachers in attendance. This breakdown of communication must be addressed. We are aware from the moderation PPT that there is a way of signing up for direct mail from curriculum services. However, we believe there should be a more direct line of communication between teachers of a subject and curriculum services, especially in relation to any potential changes to the course.

- There is strong consensus amongst teachers that changes need to be made to the criteria of the course. Specifically, we believe the elements within each criterion lack clear differentiation between ratings. This has consistently been a point of discussion at moderation meetings without any particular action taken by those

responsible for reviewing courses. It is acknowledged that the original authors of the criteria did their best to meet the requirements for criteria within an extremely tight timeframe and with limited resources.

- Teachers of the subject agree that a number of changes could be made to the course that would dramatically improve the learning outcomes for students. In addition to adjustments to the criteria, particular areas that require improvement include:
 - o Choice built into the topics covered within Unit 2. A maximum of two topics (e.g. coral reef loss and ice sheet retraction) would be a favoured work requirement for anthropogenic climate change. As would a maximum of two topics (e.g. deforestation and mining) in the land cover change section of Unit 2.
- The Exam Specifications for Unit 3 - Globalisation are especially broad, compared to the other two units. Given that Unit 3 is allocated less design time than either Units 1 or 2, the breadth of the learning required for the exam for Unit 3 is considerably more. This could be ameliorated through more specific areas of focus on the exam specifications for Unit 3.
- In general, teachers are happy with the course content. It is just the exam specification which make diminish the quality of education that can be delivered to students. The broad nature of the exam specs is what results in teachers having to cover so much, in such minimal detail. This is an area of the course that we would really value further consultation on.