

2019 March Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which PM Meeting is this report for?

HASS - Legal Studies Level 3

Moderation Leader Name

Margaret Shearer

Moderation Leader Email

mshearer@sbsc.tas.edu.au

Minute Keeper

Margaret Shearer

Minute Keeper Email

mshearer@sbsc.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.

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

Mark Crocker - Launceston College
Jane Gregg - Scotch Oakburn College
Adrian Lewis - Launceston College
Helen Mason - Newstead College
Rob Pople - Leighland Christian School
Margaret Shearer - St Brendan-Shaw College
Bronwyn Sidebottom - Don College
Rebecca Wells - Hellyer College

Suellen Kackley - Keep - Don College
Thomas McCormack - St Patrick's College
Apology - Leigh Dobson - Launceston College

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, Element 1, Element 2

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

C1 - B- B A- B+ A- B/B+ Group decided B+/ A- but felt B+ if had to choose.

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

Explanation well done. Evaluation not as well done although covered all points of question Effective use of cases (Dietrich v The Queen not accurate), others were well done and used well for application of concepts. Distraction - too much irrelevant information eg legal aid and introduction. Essential information to answer the specific question began on second page

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

Streamline answer to ensure that only information relevant to question was given and that cases or evidence for evaluation is accurate.

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

Students are to be encouraged to answer the question rather than write all they know about a topic. Ensure that time is not wasted on introductions and conclusions that add no value to the answer.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall, Element 1, Element 2

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

B B- B B B+ B- Overall rating B

sample?

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

all relevant information lacking in sufficient evidence for evaluation description rather than explanation - limited understanding and confusion about legal representation repetition added no expansion of terms such as "procedural fairness" mentioned twice but no understanding shown to the meaning no evidence to support use of concepts no examples

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

use of cases to illustrate points made information to show understanding of concepts

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

Good structure of answer but more detail needed to go from 'describes' to 'explains'. Evaluation needs to show more understanding - evidence especially through cases that illustrate the point being made

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, Element 3

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

C C/C+ B- C+ C Group consensus C

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

lots of information missed repetition only basics given no real analysis although an attempt was made and was not accurate

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

More information to describe and more accurate information and examples for analysis

Sample 3 - What actions would you

Encourage students to take out repetition and replace with new relevant and accurate information. Use examples of cases to illustrate

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

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, Element 3

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

C- /t+ C- C- t t+ t+/ C- t+/C- t+ Group Consensus t+

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

conscientious attempt but no factual information minimal accurate legal information or use of terminology informal generalisations and language

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

some more accurate legal terms more understanding through more specific information

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

use accurate terms

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 1 , element 2

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

Russell Cooper to provide samples

Email address of the person providing the samples for September moderation

Russell.cooper@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.

We focused our discussion on what we need as a Legal Studies group so that we all have an understanding of what is required for each section 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:

We would like PL as a whole group to work through each section of the course and highlight how we can give teachers common expectations of course content especially now that following the course document accurately is essential.