

2018 September 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.	Margaret Shearer - St Brendan-Shaw College Adrian Lewis - Launceston College Mark Crocker - Launceston College Bronwyn Sidebottom - Don College Chris Smith - Hellyer College Russell Cooper - Newstead College Alana Jaffray - Marist College Lindsey Hills - 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	Jane Gregg - Scotch Oakburn College Robin Pople - Leighland Christian School

meeting.

Moderation Details for Calibration - Sample 1

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

Criterion 2 = Element 3
Criterion 7 = Element 1, Element 3, Element 4

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

C2 B+ B+ B+ B+ A-/B+ A-/B+ A-/B+ A- A- A (A) C7
B B+ B+ B+ A-/B+ A- A A (B+)

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

C2 E3 terms used correctly; good detail on precedent, avoiding precedent; court hierarchy; cases used

Problems with evaluation of one limitation and one strength - no real evaluation only through inference; this section not to an A standard.

C7 E4 lack of coherent discussion not to an A standard ; paragraphing issue

Used terminology

E3 clumsy expression; not fluent

E1 discussion on methods appropriate to task - no direction in the document about format of a short answer. This needs further discussion. Agreement - no introduction or conclusion needed.

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

C2 adequate for A/A- rating

C7 there needs to be a more streamlined and logical explanation.

Sample 2 format of addressing the three parts of the question separately would help logical development of coherent discussion.

Sample 1 - Summary of group consensus at element level

See above

with comments

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

We did not discuss this section

Moderation Details for Calibration - Sample 2

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

Crit 2 = Element 3
Crit 7 = Element 1, Element 3, Element 4

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

C2 B B B B B B B+ B+ (B) C7 B/B+ B+ B+ B+ B+ A- A- A- (A-)

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

C2 E3 factual information accurate; addresses limitation and strength Evaluation was at B standard
C7 E1 Well structured answer that works well for the question format.
E3 fluent and grammatically sound except for Paragraph 2 which was not well explained.
E4 used wide range of terms and coherent

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

C2 more examples or greater detail to extend to an A
C7 consistency in standard of each section of the question

Sample 2 - Summary of group consensus at element level with comments

See above

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

Discussion above

Moderation Details for Calibration - Sample 3

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

Crit 2 = Element 3
 Crit 7 = Element 1, Element 3, Element 4

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

C2 C - C C C C+ C+/B- B (C) C7 C C C C C+ B- B- B B (C+)

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

C2 E3 lacking detail; did not use expected terminology although right processes briefly described; other concepts were identified that is mention rather than give clear meaning. Gave examples. Enough detail for a basic C.
 Addresses all parts of the question and for evaluation of a strength and weakness - 'assess' C standard
 C7 E1 addressed all parts of question; lacks coherence;
 E3 clumsy in its explanation
 E4 coherence lacking

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

C2 use of correct terms and more detail to move from identify to describe.
 C7 use of correct terms and coherence

Sample 3 - Summary of group consensus at element level

See above

with comments

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

Not discussed

Moderation Details for Calibration - Sample 4

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

Crit 2 = Element 3
Crit 7 = Element 1, Element 3, Element 4

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

C2 t t C- C- C- C C (C) C7 C/B B C- C-/C C
C/C+ B A (C+)

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

C2 E3 Describes Binding and persuasive precedent; identified; terms missing; limitations missing

Second paragraph more than "identify" Therefore t rating needs to be lifted to C

Effectiveness not explained well.

C7 Contentious format as it appears that the sentences may be dot points rather than coherent discussion. Our discussion centred on: should a short answer include dot points? As a subject, we have no clear definition of acceptable format for a short answer. If dot points were acceptable, this answer for communication may have been higher.

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

C2 Evaluation of limitation is missing so this needs to be included. More consistency in description of concepts. Some are described (B rating), others are identified (C rating) only.

C7 see above

Sample 4 - Summary of group consensus at element level with comments	see above
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	see above

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply	Level 3 or 4
For Level 3 and 4 courses please suggest criteria for consideration by CTL's.	C2, C5, C7 unless another Criterion appears problematic in the external vs internal ratings. Samples taken from 2018 external examination
Please enter the name and email address of the person providing the samples:	Margaret Shearer
Email	mshearer@sbsc.tas.edu.au

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	Our discussion on C7 for short answers 20 minute answers and 30 minute answers. Topical issue strategies for incorporating C2 and C5. In what ways has this essay changed with the introduction of C2.
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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 resolved to ask for end of year Professional Learning where we develop shared understanding of key course content and communication formats required in the external examinations.

Communication assessment types for exams - short answers (20 minutes); short answers (30 minutes). What are our expectations?

Topical issues: What are the expectations for the topical issue regarding C2 and C5?

The Group requested that we hold the PL at either Campbell Town or Ross.