

# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

HASS - Legal Studies Level 3

## Moderation Details for Calibration - Sample 1

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

Criterion 1 = Element 2

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

C- C- C- C- C- t t t+

Group consensus C-

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

Vague evaluation with no clarity. Used phrases such as "checks and balances" "free frequent and fair elections" Has some more information for rule of law and mentioned example that law applies to everyone.

Identifies the importance of separation of powers and rule of law.

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

Separation of powers needs to be more clearly defined.

A more relevant and appropriate example for separation of powers - historically and geographically.

Expanded concepts and examples

## Moderation Details for Calibration - Sample 2

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

Criterion 1 = Element 2

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

B B B- B C+ B- C+ C- Consensus C

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

examples are relevant  
separation of powers - some basic understanding and rule of law  
lack of detail for independence of judiciary

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

more information analysed to same standard as one example given with the comparison with USA separation of powers.  
more accurate information

## Moderation Details for Calibration - Sample 3

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

Criterion 1 = Element 2

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

B- C B- C C B C+ Consensus C

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

Facts are sometimes confusing  
Extensive description and has defined features in breadth rather than depth.  
Analysis confined to Governor -General / Constitution and Queen  
Lacked evaluation

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

Assess - mentioned checks and balances, representative and responsible government and bicameral

more accuracy  
 significance of overlapping of Separation of powers  
 deeper understanding of rule of law  
 use of examples  
 linking concepts

Sample 3 - Summary of group consensus with comments to element level if applicable.

as above

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

needs more examples to illustrate features of the Westminster system.

### Moderation Details for Calibration - Sample 4

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

Criterion 1 = Element 2

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

C+ B B+ B+ B+ B B B      Group consensus B

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

bicameral parliament well done in terms of description and analysis  
 good facts and examples  
 some incomplete descriptions

Sample 4 - What evidence would you need to see in order to assign a higher

Concepts are not interlinked  
 Examples need to show clearly how they demonstrate the concept described e.g

rating (or ratings)?

Marcus Enfield case - should illustrate rule of law.

Sample 4 - Summary of group consensus with comments to element level if applicable.

as above

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

More clarity in the way in which examples are used and analysed.

## Planning for March Moderation 2020 - Statewide Samples

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

C5 all elements

## Sharing Resources

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

Our meeting focused on the four samples of work provided.

## Course Support

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

Wording of C1 Elements 2 and 5 in the standards need revisiting.

E2 There is only "evaluate" the Westminster system for A rating. This needs to be amended to include "explains and evaluates". B rating and C rating need also to be amended accordingly.

E5 There is the opposite problem for Aboriginal and Torres Strait Islander Peoples in the Constitution. Evaluation is missing.

These two elements as they are written do not allow students to both explain and

course:

evaluate the concepts.