

# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

HASS - Modern History 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 3 = Overall  
Criterion 5 = Overall

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

Cr 3: B; Cr 5: B

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

Clear thesis, structure good, clear and consistent use of wording of the question.

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

A greater range of changes need to be addressed - mainly addressing one part of the argument and does not address the second half of the quote.

Sample 1 - Summary of group consensus with comments to element level if

N/A

applicable.

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

Cr 3: An 'A' level mark would need to have more depth. One on one coaching to tease out concepts and expansion to create more depth of argument. If a quote is provided - ensure that you really work the answer around the WHOLE stimulus consistently throughout, not just in conclusion - work with students on modelling how to do this. Good historical terminology.

Cr 5: A greater range of contrasting evidence; evaluation needed - coaching to this idea is necessary.

## 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  
Criterion 5 = Overall

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

Cr 3: C; Cr 5: C

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

Too brief.

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

More depth of argument needed, more sources to develop argument;

Sample 2 - Summary of group consensus with comments to element level if applicable.

NA

## 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?

Cr 3: B- ; Cr 5: C+

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

Student writes about events outside the time period of the question. A lot of the writing is purely recall and identification.

The question, which is based on previous exam questions, really limits the ability of the student to analyse. Their knowledge is impressive but they would be better writing if the question allowed for a more in-depth historical inquiry. The length and breadth of the time period make it hard to have an in-depth discussion. A question targetted to each country would allow for a much more specific, analytical discussion.

An essay about 1917-1924 would be a great scope. Just like with a Germany essay, you could have a very successful, in-depth discussion about the period from 1933-1935.

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

More analysis, less information dump.

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

NA

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

Feedback around information dump; quantity < quality

## Planning for March Moderation 2020 - Statewide Samples

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

Cr 4; Cr 7

## Sharing Resources

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

- Creating own propaganda cartoons - showing knowledge of political messages
- Sharing of source analysis
  - 1) Cuban Missile Crisis
  - 2) Brinkmanship vs. Peaceful Co-Existence
- Doco: Search: 1983 Nuclear War games (ABC) ?

## Course Support

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

Notes provided by Northern Teacher Cohort:

Sample 3 in the September Moderation meeting perfectly demonstrates some serious deficiencies in the current Modern History course. Many teachers of this course have for quite some time expressed their frustration at the content heavy nature of the course document. Criterion 5 'assess drivers of social, economic and political change and nature and impact of changes in modern history' is far too broad, and it discourages students and teachers from investigating each unit critically and in-depth. Instead teachers are forced to ensure they have covered decades worth of history, and then 'coaching' students to somehow jam references to 'social, political and economic change' in their papers. This method of delivery does not encourage students to critically analyse the events that they are taught.

In sample 3, the student clearly had a very good understanding of the USSR from 1917 - 1941. However, they did not do a very good job at addressing criterion 5. There simply is not time to address the criterion sufficiently, and this is impacting the quality of teaching that is being delivered in this course. Had this student been able to focus their attention on a more singular issue, they could have demonstrated their capability far more authentically. For example, a question like 'Were the leaders of the October Revolution of 1917 successful in delivering their social, political and economic agenda?' would allow the student study the whole period, but then focus on only a few key events and genuine areas of historical inquiry and debate.

This is only one of many problems with this course overall. The other, more general and pressing problem is that criterion 5 and 6 do not apply equally to each nation study. For example, the external threats to Indonesia from 1965-1975 can't possibly compare to those faced by China in 1935-1949. Some students therefore, maybe or will be disadvantaged by the topics they study which is dependent on the teacher. We need to return to skills based criteria that allow us to teach students the skills required for university level historical inquiry, a rewrite of this course is desperate and overdue.

\*Perhaps in light of not being able to change the whole course, just ensuring the exam is more specific would be helpful. For instance, rather than having analyse said time period; the wording could be 'with reference to any key events in the time period'.

\*Removal of Cr 5 and 6, and leaving Cr 3, 4 and 7 assessed for all three units would be an easy solution.