

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

HASS - Ancient History Level 3

Moderation Leader Name

Sally Polanowski

Moderation Leader Email

sally.polanowski@education.tas.gov.au

Minute Keeper

Rosalind Walker

Minute Keeper Email

rosalind.walker@education.tas.gov.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.**

Graeme Oddie - Claremont College (Rome)  
Ruben Fyfe - New Norfolk High School (Rome)  
Nev Bartulin - Guildford Young College (Greece)  
Gemma Leonard - The Hutchins School (Greece)  
Laura Russell - Elizabeth College (Greece)  
Sally Polanowski - Rosny College (Rome)  
Hannah Warwarek - The Friends School (Greece)  
Rosalind Walker - Hobart College (Greece).

nil

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Overall  
Criterion 7 = Overall

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

B-, B-

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

Criterion 3 - Meeting agreed on B-. nice range of evidence and an organised and coherent essay. Discussion of accuracy and how important it is to acknowledge that this is a first draft. Best on Criterion 4 - very well-referenced with a lot of evidence. Criterion 7 - B - addresses all three parts of question well. Very strong on evidence (Criterion 4) but also important for part three of the question. Needs to contextualise information more and offer more detail to move into A range.

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

more accuracy and clarity of expression. Some 'clunky' expression but generally well-organised and coherent essay.

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

Discussion of accuracy and how important it is to acknowledge that this is a first draft.

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 7 = Overall

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

C-, C-

sample?

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

Literacy is good, vocabulary is strong but very short and doesn't address question. yet no evidence at all. Fails, therefore, to address all parts of question.

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

To attain B rating needs to write at greater length. Register is too informal e.g. "Things needed to change, and thanks to Peisistratus . . ."

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

To attain B rating would need to provide more detail, more terms and concepts, define the role (tyrant), offer evidence.

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

Not enough information, doesn't address all parts of question.

### 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 7 = Overall

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

C-, t

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

Meeting agreed on a t. Doesn't address question. Narrative summary. Doesn't address 'influence' on Chinese society. Doesn't offer any judgements.

**Sample 3 - What evidence would**

be specific show evidence of understanding the course content.

you need to see in order to assign a higher rating (or ratings)?

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

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

evidence use superficial and very limited

address the question specifically show a greater depth of understanding

Moderation Details for Calibration - Sample 4

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

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

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

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

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

Criterion 3 = Overall  
Criterion 7 = Overall

A, A-

Very coherent argument, excellent accuracy and use of grammatical conventions.

a greater degree of historical accuracy and detail in specific evidence

Some argument re missing emphasis on idea of 'virtuous woman' that is a key depiction of Livia - does that take essay to A-/B+?

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

develop historical context in relation to the role of women in ancient Rome.

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall  
Criterion 7 = Overall

Sample 5 - What rating (or ratings) has the group assigned this sample?

C+, C+

Sample 5 - What evidence supports the rating (or ratings) the group has given?

inconsistent literacy. Last two paragraphs are quite strong in terms of coherence and vocabulary but first two are considerably weaker.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

more consistent in application of historical detail and evidence

Sample 5 - Summary of group consensus with comments to element level if applicable

information is generally accurate. Needed to address scope of power in more detail, perhaps including foreign policy. Arguably needed more on role and position of Pharaoh.

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Needed to address scope of power in more detail, perhaps including foreign policy. Arguably needed more on role and position of Pharaoh.

## Planning for September Moderation 2019 - Statewide Samples

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

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

**Email address of the person providing the samples for September moderation**

Module 2 continues to be problematic and causes most frustrations. Request sample essays from Section B of 2018 exam. Ros offered to send some candidate numbers to Sally of essays that were borderline or markedly different from one another (Greece). Meeting would like 2-3 samples for Greece and 2-3 samples for Rome.

Meeting would like TASC to provide 2-3 exam samples for Greece and 2-3 samples for Rome.

<https://www.tasc.tas.gov.au/contact/>

## Sharing Resources

## Course Support

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

a request for some state-wide PL is requested, due to the problematic nature of Section B of the course.