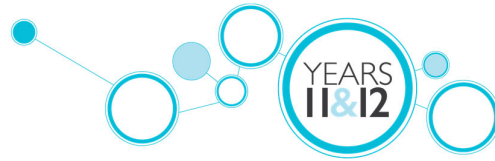


2019 September Moderation - Report



Meeting took place in:: South
AM or PM session?: AM
Which AM Meeting is this report for?: HASS - Ancient History Level 3

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

Criterion 4 = Overall

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

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

- 4 pieces of evidence, mostly archaeological
- no quotations
- no written primary sources

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

- Wider range of evidence, including a wider variety of types of evidence
- Better integration of evidence to support development of historical arguments
- Variation in primary source evidence (literary as well as archaeological)

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

Criterion 4 = Overall

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

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

- 3 written sources, 2 quotations, some paraphrasing, absence of quotation from a 'range' of sources
- Good range of archaeological sources, some analysis but not high level
- Lack of debate relating to historiographical reliability

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

- more analytical engagement with sources to develop historical arguments

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

Criterion 4 = Overall

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

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

Good range of evidence & content; evidence generally used to establish an historical argument/ analyse existing interpretations.

Minus awarded for: major erroneous statement about Herodotus; absence of strong paraphrasing / quotations. One secondary source quoted; secondary sources generally cited for common knowledge rather than to provide evidence for argument.

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

Criterion 4 = Overall

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

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

Note: no attendees at Southern meeting teach this content

- based on limited knowledge of the group: felt essay was unspecific. No written primary sources other than the named topic.
- 2 secondary sources mentioned; no quotations or paraphrasing. 1 archaeological source referenced.
- Limited use of evidence to support development of argument.

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

Criterion 4 = Overall

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

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

Note: no attendees at the Southern meeting teach this content

- Specific information, including dates (meeting has insufficient information to tell whether these are accurate)
- Use of evidence to support analysis of existing historical interpretations
- Reference to specific works, but no quotations; some paraphrasing.
- 4 secondaries with discussion of arguments - no paraphrase or quotation of specific points.

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

Cr. 2 & Cr. 6, elements 2, 3, 4 (exam specs)

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

Across all samples, there was a tendency to provide references for general information, rather than using evidence (related to specialised points) to help develop an historical argument. Students appear to need training to use in-text references to analyse an existing historical interpretation / develop their own historical argument. Meeting feels this applies across the board, not simply to these samples - many students write without demonstrating they understand the purpose of their references in building an argument.

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

Discussion of possibility of changing historical individuals for Section C: e.g. 2 changes per list of 5. Rationale: helps prevent potential plagiarism from previous year / introduces variety - Ancient Greece is currently very firmly parked in the late Archaic period (and includes no women).

Greece: Alcibiades, Pericles, Leonidas, Pausanias, Lysander, Aspasia

Rome: Cornelia, Gaius Marius, the Gracchi

The meeting had several questions:

- Are direct quotations *required* for an 'A' rating? Not in the standard elements for Cr. 4, but some feeling that this may be how exams are marked.
- Were the samples selected from mid-year or end of year exams? We feel final exam samples would be better, as samples would likely not come from 1 class group.

We would also like to draw Curriculum Services' attention to the ongoing problems with ensuring relative difficulty between topics / civilisations. Effective analysis of Delphi requires familiarity with complex

historiographical arguments and a huge range of source material, particularly in contrast with the Battle of Kadesh.