

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

HASS - Australia in Asia and the Pacific Level 3

Moderation Leader Name

Erin Leder

Moderation Leader Email

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Minute Keeper

Erin Leder

Minute Keeper Email

eleder@gyc.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.

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Peter Gibson Friends' School  
Erin Leder Guilford Young College  
Matthew Sayers The Hutchins School  
Wayne Pepper Northwest Christian School (OBSERVER ONLY)

Caryn Shield St Michael's Collegiate School

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

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

Cr.2 = A; Cr.4 = A

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

Cr.2 - essay well-structured; logical argument - sophisticated vocabulary without being verbose - precise, specific detail  
 Cr.4 - wide range of correct and relevant information to consider developments in Australia's relationship with selected country - addresses causes of changing relationship (drivers) - candidate has synthesised a wide range of evidence to provide a detailed discussion- future element considered in detail; information utilised to predict future directions - higher order critical thinking, considering alternate views/positions

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

Cr.2 - first opening paragraph was less ambitious and abstract; some word choice is ambiguous - when using Acronyms, put in brackets after first use (see examiner's notes)  
 Cr.4 - include more background to outline historical changes in aid-giving and Australia's involvement with Pacific nations

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

A sophisticated, detailed analytical discussion of the question with evaluative language. An incredibly complex response has been provided by this candidate.

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

This question is designed to consider the big picture of the role of aid in Australia's relationship with the Pacific over time. Teaching needs to be focussed on changing commitments to aid (including changes in funding), changes in policy as well as motivations for providing foreign aid over time.

Moderation Details for Calibration - Sample 2

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

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

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

Cr.2 = C; Cr.4 = C-

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

Cr.2 - response does contain some evidence of essay structure and general mastery of spelling and grammar conventions. - has coherency although wordy with key punctuation (commas) missing - contains some basic terminology  
 Cr.4 - specific question needs to be addressed (response is not appropriate to task) - much broader range of detail and example is required; little historical analysis has been provided

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

Cr.2- broader inclusion of terminology (eg types of aid, drivers of aid giving, policy approaches) - consistency with tense  
 Cr.4 - discussion of how the aid program is perceived by Indonesia - more analysis (ie explaining HOW and WHY)- discussion of Australia's Aid Budget

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

Candidate can write with clarity to produce a structured essay but response does not address the specific question and consider how this aid program is representative of the role of foreign aid in building partnerships with the region.

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

This question is designed to consider the big picture of the role of aid in Australia's relationship with the Pacific over time. Teaching needs to be focussed on changing commitments to aid (including changes in funding), changes in policy as well as motivations for providing foreign aid over time. Direction should be given to addressing the specific question and outlining historical changes.

### Moderation Details for Calibration - Sample 3

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

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

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

Cr.2 = C+; Cr.4 = C-

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

Cr.2- vernacular is relaxed (eg ups & downs)- basic terminology used (eg displacement) but not in a way to demonstrate understanding of topic  
Cr.4- lacks engagement with the course content; candidate has drawn upon general knowledge to provide response- response switches between countries and reads more of an opinionated rant vs a well structured and considered argument

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

Cr.2 - key terminology eg multiculturalism is required - greater coherency with essay structure  
Cr.4 - key information is missing; discussion should be post-1945 - candidate should have considered "Population or Perish" policy as well as extended discussion on Vietnam War

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

Candidate can write with clarity to produce a structured essay but response does not address the specific question and consider how this aid program is representative of the role of foreign aid in building partnerships with the region.

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

This question is designed to consider the big picture of the role of aid in Australia's relationship with the Pacific over time. Teaching needs to be focussed on changing commitments to aid (including changes in funding), changes in policy as well as motivations for providing foreign aid over time. Direction should be given to addressing the specific question and outlining historical changes.

Moderation Details for Calibration - Sample 4

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

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

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

Cr.2 = C-; Cr.4 = T+

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

Cr.2- lacks paragraph structure - very rare terminology to explain changes in immigration  
 Cr.4 - repetitive of same concepts (eg economy, jobs)- contains incorrect facts and generalisations about India's economy without stats & data - no consideration of future or key events of the past

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

Cr.2 - essay conventions adhered to with detail  
 Cr.4 - changes in Hawke & Keating government explained- candidate should consider policy change (eg education as an export/Colombo Plan, long-term connection to India since European settlement, effects of Independence and partition with Pakistan, role of visas)

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

Candidate has a very simplistic understanding of changes in immigration; response is repetitive and lacks engagement with course content. Writing skills are not sophisticated enough for a pre-tertiary discussion.

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

This question is designed to consider the big picture of the role of aid in Australia's relationship with the Pacific over time. Teaching needs to be focussed on changing commitments to aid (including changes in funding), changes in policy as well as motivations for providing foreign aid over time. Direction should be given to addressing the specific question and outlining historical changes. FUTURE DIRECTIONS MUST BE CONSIDERED.

## Planning for September Moderation 2019 - Statewide Samples

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

Cr.2, Elements 1-4; Cr. 3 - all elements

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

Erin Leder

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

eleder@gyc.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.**

Shared access given to AAP Dropbox;  
GYC 2019 Student Guide discussed.  
A common mid-year exam question for Section A to be specified.

## Course Support

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

Assistance with establishing a Canvas room. Further promotion of the subject to increase enrolment numbers (support of GYC's Asia Pacific Student Pathways conference & teacher PL).