

2018 September Moderation - Report



Meeting Details

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| 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 | eleder@gyc.tas.edu.au |
| Minute Keeper | Erin Leder |
| Minute Keeper Email | eleder@gyc.tas.edu.au |

Attendance

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| Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader. | Pete Gibson - Friends School Erin Leder - GYC |
| Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the | None |

meeting.

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, Element 1, Element 2, Element 3, Element 4

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?

- Animal poaching is not a particularly relevant issue to environment; as this is the physical geography topic candidates should focus on environmental impacts (eg soil quality, loss of arable farming land). While this is not explicitly outlined in the course document or standard elements, geography textbook resources surrounding deforestation focus more on the physical environment impacts.
- Q.2 is definitely stronger and more relevant - but still based on very broad generalisations, no real examples or substance is given.
- Country not listed in introduction; very general - no specific reference to environmental issues
- Question not addressed; no discussion of impacts or future predictions
- Some terminology and reference to course content but no elaboration
- Some correct topics (eg Fiji & Christianity) but massive generalisations; incorrect stereotypical assumptions

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

- Question being addressed more specifically
- more substance and examples, especially terminology
- evaluation of causes of geographical issues

Sample 1 - Summary of group consensus at element level

See above - evidence for sample

with comments

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

- more detailed explanation of geographic terminology regarding deforestation

Moderation Details for Calibration - Sample 2

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

Crit 3 = All elements, Element 1, Element 2, Element 3, Element 4

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

A-

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

- Uses analytical language; strong structure
- Answered both aspects of the question
- Used statistics as evidence
- Incorporates terminology (eg biodiversity) effectively
- Knows about proportion of ethnic groups; reference to specific cultural practices (eg Kava)
- Informative, clearly based on a wide range of research

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

- more critical evaluation, more specialised data (eg statistics)

Sample 2 - Summary of group consensus at element level with comments

See above - evidence

Sample 2 - What actions would you recommend for

- include an even broader range of specialised examples
- focus on making future predictions

teachers to help the student attain a higher rating (or ratings)?

Moderation Details for Calibration - Sample 3

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

Crit 3 = All elements, Element 1, Element 2, Element 3, Element 4

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

B/B-

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

Q.1

- Does list some terminology eg salinisation/ wind erosion and a range of different environment issues
- Point about commercialisation is strong but needs to be explained
- Lacks the sophistication of analysis needed for an "A"; Cr. 2 is weak but that is marked separately. Nonetheless, terminology and definitions are not as precise as required for an "A"
- Is following a short essay answer format with intro/conclusion but is a little bit repetitive when could give new, specialised information

Q.2

- unique explanation of politicians enforcing Christianity; this shows specialised engagement with course content
- consideration of contraception/family planning is specific
- conceptual understanding is strong but doesn't have terminology to discuss ideas (ie an "A" answer would say "gender inequities" vs "whether or not you are respected (male vs female)")
- very simplistic understanding of "god"; should really say monotheism vs polytheism
- no reference to specific festivals and holidays

Sample 3 - What evidence would you need to see in

- more specialised content at a pre-tertiary level
- discussion of future predictions

order to assign a higher rating (or ratings)?

Sample 3 - Summary of group consensus at element level with comments

See above - evidence

- Candidate confused by question and topic
- repetitive, little structure (does not logically explain)
- some terminology (eg biodiversity, erosion) used appropriately
- based on some research
- little use of the question to frame response, especially future predictions
- solid awareness of diversity in the region with some examples and a couple of statistics to support judgements

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

- teach terminology of religion/ethnic groups
- incorporate critical evaluation

Moderation Details for Calibration - Sample 4

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

Crit 3 = All elements

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

B-

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

- penalised for Q.1; irrelevant discussion of tourism to discuss physical geography
- too much focus on social implications vs physical geography (focus is incorrectly on tourism whereas focus should be on physical geography)
- some awareness of the causes of deforestation; little understanding of physical characteristics
- strong conceptual understanding of role of ethnicity in Vanuatu but needs specific examples to support general statements
- Q.2: towards end of paper, moves towards providing

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| <p>Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p> | <p>some good discussion of specific village; these examples allow to engage with the question</p> |
| <p>Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p> | <p>Q.I needs to engage with course content (not tourism)</p> |
| <p>Sample 4 - Summary of group consensus at element level with comments</p> | <p>See above - evidence</p> |
| <p>Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p> | <p>- answers need to align with course content; candidates should not use information from other sections where not relevant</p> |

Moderation Details for Calibration - Sample 5

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| <p>Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p> | <p>Crit 3 = All elements</p> |
| <p>Sample 5 - What rating (or ratings) has the group assigned this sample?</p> | <p>N/A</p> |
| <p>Sample 5 - What evidence supports the rating (or ratings) the group has given?</p> | <p>N/A</p> |
| <p>Sample 5 - What evidence would you need to see in order to assign a</p> | <p>N/A</p> |

| | |
|---|-----|
| higher rating (or ratings)? | |
| Sample 5 - Summary of group consensus at element level with comments | N/A |
| Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)? | N/A |

Moderation Details for Calibration - Sample 6

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|--|-----------------------|
| Sample 6 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion | Crit 3 = All elements |
| Sample 6 - What rating (or ratings) has the group assigned this sample? | N/A |
| Sample 6 - What evidence supports the rating (or ratings) the group has given? | N/A |
| Sample 6 - What evidence would you need to see in order to assign a higher rating (or ratings)? | N/A |
| Sample 6 - Summary of group consensus at element level | N/A |

with comments

Sample 6 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

N/A

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

Cr 2 E1,2,3,4,5

Cr 4 E1,2,3

4 samples from Section B of end of yr exam – CTL to collect

Please enter the name and email address of the person providing the samples:

Erin Leder

Email

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.

Methods for raising profile of the course were discussed - in particular the Asia Pacific Geo pathways conference. Consideration was given for the repeat of this event in 2019; conference ideally to be held earlier in the school year.

Course Support

Please provide details of any future focus and

Continual promotion of the course across all colleges; it would be great to see AAP offered again at Hobart &

ways forward you would like Curriculum Services to consider in relation to this course:

Elizabeth Colleges.