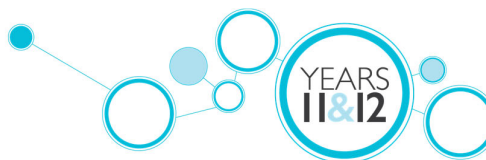


2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which meeting is this report for?

HASS - Australia in Asia and the Pacific 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 2 = Overall
Criterion 3 = Overall

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

Cr.2 = C; Cr.3 = C

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

Cr.2
- sample includes an introduction, conclusion and paragraphs
- some terminology is used (eg sustainability, sectors development)
- some recall of information but doesn't answer the question
- ideas don't link to make coherent

Cr.3
- only one real reason for issue and impact identified
- doesn't give reasons for issues being extensive
- response is clear and logical

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

Cr.2
- wider range of terminology

Cr.3
- answer needs to be more relevant to question
- statistics need to be accurate

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

Overall, sample shows awareness of the issues but candidate has not provided sufficient evidence of diversity of the AAP region. Tourism is not relevant to the physical geography section.

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

- assist with revision of main points to cover
- remind of importance of spelling and punctuation
- essay needs to have a logical flow of ideas
- answer needs to be relevant to the question and criteria elements; teach importance of flag posting and using the question to guide the answer.
- broader range of evidence needed

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall
Criterion 3 = Overall

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

Cr.2 = A-; Cr. 3= A-

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

- Cr.2
- response is well-structured considering an exam context
 - uses first person
 - good use of analytical language
- Cr.3
- good use of data as evidence
 - candidate gave analysis on why India was better equipped to handle problems
 - quote is out of context

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

Q.2 is vague on causes and needs to discuss impacts in more detail. Broader definition of urbanisation needed (ie urbanisation is not only the move from rural places). Terminology needs to be more complex.

Sample 2 - Summary of

Overall, considering the time limit of the exam, the candidate has provided excellent detail. The response recognises the diversity of the AAP region and addresses both

group consensus with comments to element level if applicable.

physical and human geography appropriately. This is a well-written, precise and concise response that logically addresses the question.

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

Revise definitions of urbanisation and deforestation. Candidate should discuss impact of deforestation on agriculture.

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall
Criterion 3 = Overall

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

Cr.2 = T+; Cr.3 = T+

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

Cr.2
- some terminology eg population density relates to the question

Cr.3
- insufficient substance; candidate only superficially describes impacts of issues
- none of the issues are unique to the countries

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

Cr.2
- structure according to essay format
- correct spelling of terminology eg livelihoods

C.3
- data to support statements
- specific examples from countries (eg place names)

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

Overall, sample lacks substance required for engagement at a pre-tertiary level. Candidate's answers needs to incorporate reference to the curriculum.

applicable.

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

- candidate would need to be provided with modelled answers of specific place names and main points for each paragraph. Trends refers to patterns in behaviour. All answers should include data.

Moderation Details for Calibration - Sample 4

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

Criterion 2 = Overall
Criterion 3 = Overall

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

Cr.2 = B-; Cr.3 = B-

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

Cr.2
- grammar is poor,
- answer needs a strong introduction stating the purpose of the essay

Cr.3
- populations facts are correct but some issues with physical geography accuracy (ie tectonic plates are not continental shelves, rainforest in Indonesia does exist
- response lacks evaluation

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

- evaluation of the topic; making a judgement about the benefits or harm of the issue
- more committed answers that demonstrate a clear opinion of the issues

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

Overall, the candidate has a strong awareness of the issue but requires greater examples as evidence to discuss the topic. However descriptions are often incorrect and thus candidate needs to be exposed to a broader ranges of issues associated with the topics in order to address the diversity of the AAP region.

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

Revise geographic terminology eg climate. Model to students use of the question to create coherency in answers.

Planning for March Moderation 2020 - Statewide Samples

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

Cr.4 - Partnerships

Sharing Resources

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

Reminder of use of AAP Dropbox. Sharing of GYC Melbourne Excursion documentation.

Course Support

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

Investigating online course delivery.