

2019 March Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

HASS - Economics Level 3

Moderation Leader Name

Lyn Tunbridge

Moderation Leader Email

ltunbrid@friends.tas.edu.au

Minute Keeper

Matt Dalziel

Minute Keeper Email

matt.dalziel@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.

Fahan- Donna Evans
GYC- Chris Hoare
EC- Casey Dergess
St mary's Michael Gaynor
Collegiate- Simon Bennett
Hutchins- Adam Grover
Hob Coll- Matt Dalziel
Friends- Lyn Tunbridge

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
Criterion 4 = Overall

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 4 = Overall

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

Cr 3: C, Cr 4: t

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

Cr 3 is considered to be a C because it does address enough of the question. Cr 4 had two questions with little or no response

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

Cr 3: Needed analysis of issues and answers to all parts of questions to achieve a B. Cr 4: Needed to write answers to 22 d) and e). If these parts of the questions were addressed at a similar standard, it is likely that the students would have gained a c result.

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

See above

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

Possibly time management, also improve analysis skills and include more detail in answers

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 4 = Overall

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

Cr 3: B/B+, Cr 4: B+/A

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

Some disagreement over the Cr 4 rating- some markers felt that this wasn't an A because the level of evaluation didn't match the standards required for that grade, other markers felt that the student did enough required in the context of an exam for the higher rating.

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

Sample didn't quite have the level of analysis and evaluation required for an A. Examples of this would include discussing both positive and negative implication

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

For Cr 4, many markers felt that the sample was at A level and would have scored an A in the final exam.

Planning for September Moderation 2019 - Statewide Samples

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

Cr 4 and 5, Bernd Meyer will provide two samples

Sharing Resources

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

Reminder about the centrally made courses on canvas and the resources that are available there. Can teachers share Section C exam questions in terms 2 and 3? Would really help students to have a bank of questions available. Email to Lyn.

Course Support

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

Curriculum framework- will need a rewrite next year, so will need to understand how this impacts on re-writes. Part of this rewrite should be a consideration of the current inquiry task- at the moment it is quite vague and teacher approaches to this are quite varied.