

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	HASS - Geography Level 3
Moderation Leader Name	Karen Caporelli
Moderation Leader Email	kcaporelli@gyc.tas.edu.au
Minute Keeper	Rowan Harris
Minute Keeper Email	rowan.harris@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/absence s - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Rowan Harris - Hobart College
Karen Caporreli – GYC
Debbie Claridge - St Mary's
Melanie Wall - Rosny

none

Moderation Details for Calibration - Sample 1

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

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

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

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

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

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

Criterion 3 = Overall
Criterion 5 = Overall

Criterion 3= C
Criterion 5= C

Criterion 3 communicates ideas but not in a complex way. 'Uses appropriate language' - spelling errors throughout and repetition of ideas. Adequate examples, but not complex response.
Criterion 5describes rather than explains the nature of globalisation. assesses rather than analyses the processes of globalisation.

Further explanation and analysis.

Criterion 5, element 4/5 - Further explanation, analysis and/or evaluation required.

Explain difference between the terms 'describe, analyse and evaluate'

Moderation Details for Calibration - Sample 2

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

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

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

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

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

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

Criterion 3 = Overall
Criterion 5 = Overall

Criterion 3=A-
Criterion 5=A-

Criterion 3:A- because it communicates complex ideas.
Criterion 5: A- because there are elements of evaluation with clear examples and supporting information, but not sustained evaluation throughout, so not a clear 'A'.

More evaluation for criterion 5. Correct spelling of place names and sustained explanations.

As above.

Use of evaluative language throughout.

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 5 = Overall

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

Criterion 3 = T+
Criterion 5 = T+

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

Limited and insufficient information.

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

More analysis and further examples required.

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

as above

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

Reinforce the ideas given with deeper understanding of geographical processes. encourage students to give further discussion, analysis and specific examples.

Moderation Details for Calibration - Sample 4

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

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

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

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

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

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

Criterion 3 = Overall
Criterion 5 = Overall

Criterion 3 = B+
Criterion 5=B+

Difficult to achieve the depth required for an 'A' rating for both criteria with the discussion provided. Clear analysis of geographical significance and consequences of interconnections between people, places and environments.

Further discussion. Specific location based examples should be given in order to explain geographical processes and phenomena to show understanding of consequences of these processes. A sustained explanation

as above

Encourage students to apply further discussion. Give specific examples to address the question Question 6 - specifically refer to two major cities in your response rather than listing examples.

Planning for September Moderation 2019 - Statewide Samples

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

Section A - Criterion 4 and 6. Examples from 2018 end of year exam.

Sharing Resources

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

AGTA Fieldwork book - available at end of March from www.tgta.org.au.

Course Support

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

Maybe coordinate with the Tasmanian Geography Teachers' Association to deliver Professional Learning in Spatial Technologies and/or Fieldwork.