

# 2018 September 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

Caryn Shield

Moderation Leader Email

caryn.shield@collegiate.tas.edu.au

Minute Keeper

Karen Caporelli

Minute Keeper Email

KCaporelli@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.

Karen Caporelli - Guilford Young College  
Rowan Harris - Hobart College  
Mel Wall - Rosny College  
Debbie Claridge - St Mary's College  
Caryn Shield - St Michael's Collegiate School

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

Julie Dadswell-Booth - Rosny College

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 = Element 1, Element 2, Element 3  
Criterion 6 = Overall

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

Criterion 3 - C+ Criterion 6 - C+

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

Criterion 3  
- Communicated ideas clearly but not coherently  
- No Evaluative language  
- Limited use of subject/topic specific terminology  
- Didn't accurately convey meaning  
- Coherent introduction

Criterion 6  
- Evidence of some evaluation  
- Limited analysis  
- Limited use of specific examples

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

- More detail in terms of supporting evidence (examples and data)  
  
- Student would need to qualify what is a 'sustainable manner' or at the very least discuss aspects of sustainability.

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

- Students need to ensure they address the question being asked and use the language of the question in framing their response.  
  
- Students need to ensure they have collected and collated several pieces of supporting evidence, particularly data.

## Moderation Details for Calibration - Sample 2

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

Crit 3 = Element 1, Element 2, Element 3  
 Crit 6 = All elements

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

C3 - B-                      C6 - B

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

Criterion 3

- Some complex ideas discussed
- Structure of essay is correct but limited conclusion
- Some terminology used but key terms and concepts e.g. Sustainability, not mentioned
- Struggled to accurately convey meaning
- Explanations not explicit

Criterion 6

- Identified relevant background to the topic
- Discussed environmental, social and economic factors but not explicitly
- Demonstrated some understanding of the nature of pollution, sewerage and housing issues in the region.
- Limited analysis of key issues
- Proposed probable solutions but with limited justifications
- Selected supportive examples and analysed their relevance

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

- Specific, contextual information
- Student needed to clearly explain the 'how and why?'

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

- Remind student to use the language of the course within their responses.
- Provide instruction on how to connect ideas and how to demonstrate these connections within a response.
- Remind students of the need to manage time effectively in an examination setting. This response was too short for the time allocated.

## Moderation Details for Calibration - Sample 3

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

Crit 3 = Element 1, Element 2, Element 3  
Crit 6 = All elements

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

C3 - C C6 - C

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

Criterion 3

- Did include an introduction, body and conclusion but the main body of the essay was poorly structured with no paragraphing.
- Very poor spelling
- Poor expression
- Superficial use of language

Criterion 6

- Several areas were factually inaccurate
- Superficial explanations
- Information was far to generalised - lacked specificity
- Limited supporting evidence
- Didn't make make explicit links with comparative examples

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

- Information must be factually correct
- Needs to provide supporting evidence for first challenge mentioned.
- Needs to ensure correct essay structure is followed
- Fewer errors in terms of spelling and expression

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

- Ensure students fact check and use recent and reliable sources for their information
- Remind students of appropriate essay structure and the need for careful proof-reading
- Remind students that any comparisons used should be relevant

## Moderation Details for Calibration - Sample 4

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

Crit 3 = Element 1, Element 2, Element 3  
Crit 6 = All elements

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

C3 - C                      C6 - C                      NOTE: Our group did question whether this sample was complete. It appeared as though a page was missing from the response. We have allocated our marks based on what was presented to us.

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

NOTE: Our group did question whether this sample was complete. It appeared as though a page was missing from the response. We have allocated our marks based on what was presented to us.

Criterion 3  
- Incoherent in places  
- No conclusion

Criterion 6  
- Introduction is largely irrelevant - no mention of 'megacity' or challenges  
- Limited relevance to the task in many sections  
- Lacking plausible solutions

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

- Correct essay structure used
- More relevancy to topic/question
- clearer linking of concepts to issues and solutions

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

- Remind student of the importance of relevancy to the question/topic.
- Ensure proper essay structure is followed.
- Ensure student understands what to include in an introduction and conclusion.

## 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.

After discussion with Northern ML decision made for criteria 3 and 5 with samples taken from Section C Globalisation of 2018 end of yr exam

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

CTL Wendy Frost

Email

wendy.frost@education.tas.gov.au

## Sharing Resources

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

Details regarding the Tasmanian Geography Teacher's Association Facebook page were shared as was an article from National Geographic relating to the topic of Megacities.

Documentary - Supersized Earth (Episode 1): Useful for exploring issues in megacities, in particular, Mexico City

Reminder about GTAV textbooks available for the price of postage only.

## Course Support

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

Request funding from TASC for a professional learning opportunity that the TGTA will run - possibly Esri - to improve/increase the use of GIS in teaching of the Geography 3C syllabus

course: