

# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which meeting is this report for?	HASS - Modern History 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 3 = Overall Criterion 5 = Overall
Sample 1 - What rating (or ratings) has the group assigned this sample?	Cr. 3: B Cr. 5: B-
Sample 1 - What evidence supports the rating (or ratings) the group has given?	While solid and well written the sample provided a 'big picture' evaluation without a lack of necessary depth for a higher rating.  The sample didn't really address the question (including a stimulus quote) (i.e. it was limited in regard to presenting detailed analytical interpretations and communicating a range of ideas, arguments and points of view - elements 2 and 3 of cr. 3).  There was limited identification and analysis of the drivers and impacts of changes (elements 3, 4 and 5 of cr. 5).
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	A more detailed analysis and historical interpretation/argument (element 2 of cr. 3) and a more in-depth analysis and evaluation of drivers of social, economic and political change and the impacts of those changes (elements 3-5 of cr. 5).
Sample 1 - Summary of	A deeper analysis of social changes in particular (e.g. the role of women and the youth in Nazi Germany) is required (students often focus more on political and

**group consensus with comments to element level if applicable.**

economic changes in relation to criterion 5, which is fine but they must not ignore social changes).

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

Teachers could work with the student on developing a more effective analytical and evaluative language to use in essays and also focus on highlighting the difference between a narrative and an analysis.

## 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 5 = Overall

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

Cr. 3: C Cr. 5: C

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

There is a satisfactory degree of organisation and communication of ideas and arguments but without any real depth.

There is a clear and logical historical argument but with limited evidence and detail (element 2 of cr. 3).

There is some assessment of drivers of social, economic and political change but limited analysis and evaluation (element 3 of cr. 5).

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

A more detailed analysis and coherent historical argument based on a greater degree of accuracy (elements 2 and 3 of cr. 3).

Move from simply describing/assessing to analysing drivers and impacts of social, economic and political changes (elements 3-5 of cr. 5).

The historical argument needs to be clear and consistent from the start

**Sample 2 - Summary of group consensus with comments to**

The historical argumentation needs to be clear and consistent from the start. Students should ideally start their essays with a thesis/topic statement.

Students should attempt to use a more academic style of language (i.e. precision of

element level if applicable.

expression).

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

Students need to be reminded to read an essay question carefully and spend some time drafting a response (during reading time at the start of an examination).

Teachers can reinforce the importance of not using a prepared essay response to an exam essay question.

### 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?**

Cr. 3: B+ Cr. 5: B+

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

The student has presented a fairly clear, coherent and detailed historical interpretation (elements 1-3 of cr. 3) and explained, analysed and evaluated social, economic and political changes (and the drivers and impacts of those changes) in a reasonably detailed manner (elements 1-5 of cr. 5).

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

The student would need to present a slightly more detailed analytical interpretation that addresses the question (including stimulus quote) in a more explicit manner (this could also include presenting a counterargument to the quote as well) (elements 1-3 of cr. 3).

With regard to cr. 5, the student would need to offer a more in-depth explanation of changes in Russia by focusing a little more closely on the role of leaders as the drivers and cause of the social, economic and political changes (elements 1-5 of cr. 5).

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

Students need to grapple a little more with the complexity of 20th century Russian history,

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

Providing a wider range of resources (reading material) on Russian history.

## Planning for March Moderation 2020 - Statewide Samples

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

Cr. 1 and Cr. 4

## Sharing Resources

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

Teachers of Russia discussed various strategies and approaches, particularly with regard to dealing with the application of criterion 5 to the two different time periods.

## Course Support

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

Teachers of Russia expressed their preference for a change to the two separate time periods. Instead of 1917-1941 and 1941-1953, they would prefer 1917-1930 and 1930-1953.