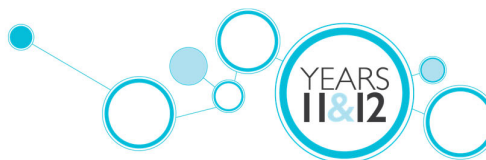


2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which meeting is this report for?

HASS - First Nations Studies 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 1 = Overall
Criterion 8 = Overall

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

Criterion 1 - A Criterion 8 - B

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

- Criterion 1 - agreed at an 'A standard' due to communication skills - really well structured and clear essay. Addresses the components of the task effectively; referenced ideas
- Criterion 8 - evidence of 'B standard'; analysing not evaluating; telling a narrative with some analysis

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

more evaluation of the information presented

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

Feedback plus explicit teaching of A level analysis and evaluation

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall
Criterion 8 = Overall

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

Criterion 1 - B Criterion 8 - B-/C+

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

- Criterion 1 - agreed to an 'B standard' for communication; essay structure used appropriately; choice of language and devices is solid
- Criterion 8 - evidence to support thinking; including the use of quotes though these are primarily descriptive; some parts of analysis - agreed to 'B-/C+ borderline

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

tighter structure to address the task and provide additional clarity to the response

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

Feedback and exemplars of the specific recommendations of the feedback

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall
Criterion 8 = Overall

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

Criterion 1 - A Criterion 8 - A-

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

- Criterion 1 - word choice demonstrates subtlety of understanding at an 'A standard'; some clumsiness there with some parts of the essay, however meets the descriptors within the elements that were assessed to be at an "A" standard
- Criterion 8 - agreed on an 'A-' evidence of evaluation and evaluative words in earlier paragraphs & has a comparison (evaluation) in final paragraph before the conclusion

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

just a little more thoroughness and consistence with the evaluation

Planning for March Moderation 2020 - Statewide Samples

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

Depends upon the external assessment process and what that brings to light. Ulverstone will not be teaching the course in 2020