

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

HASS - Ancient 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 5 = Overall

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

Criterion 5 A- A+

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

Sample 1 is an outstanding piece of historiography. The group agreed that the sample had gained an "A" rating on all 7 elements of the criterion. Even taking into account the fact that the sample was prepared out of class the group felt that the standard attained was higher than would be expected of a "A" sample. The student explicitly analysed and evaluated the merit of a range of interpretations about the site and whether it could be asserted that definitive proof had been given to prove that levels 6-7 were likely congruent with Homer's account of a massive war.

Other samples of a high standard may not have achieved as well on all the elements but would still be capable of gaining an "A" rating overall for this criterion

Even though criteria 3 and 4 were not assessed for the purposes of moderation it was agreed that this sample clearly attained an "A" rating on these criteria.

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

Nil.

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

All members of the group initially assessed the sample at a high B- A+ standard. After some discussion of the quality and detail of the arguments and evidence it was agreed that the sample was a strong A .

Even though most members of the group did not know the case study (Troy) all agreed that the quality of the response enabled them to learn some detailed facts and interpretations of the site.

It was a sophisticated response that featured an effective synthesis of the source of evidence- quality that is rarely found at this level of senior secondary education.

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

Nil

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall

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

Solid B

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

The student made good use of secondary source of evidence and there was some positive analysis of the contextuality of the evidence. The sample did more than merely 'discuss or identify' which are the markers for a sample in the "C" range.

The sample did include discussion of several interpretations of the destruction of levels 6-7.

. It would be useful to discuss a borderline sample or one that was unusual in some way.

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

To improve the standard of this piece the student would need to be more consistent with the arguments that are presented as there are some contradictions and assertions of interpretations as being factual with a lack of decisive evidence. Overall, the analysis is less specific than that required for an "A" rating and the evaluation of interpretations is not fully convincing.

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

All subgroups agreed that the sample fell into the "B" range.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher

It may be helpful for the student to summarise the main points made in each paragraph to pick up inconsistencies in the argument in places.

rating (or ratings)?

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Overall

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

This sample did not appear to be of the standard expected for level 3. It was more of a short project at high school level rather than an assignment that would be assessed as a major assignment in the course.

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

The sample did not satisfy the required standard of any of the elements in the "C" range. The group considered the difficulty of fairly assessing the sample as the assignment details were not provided. The group felt that the task may have been the kind of task set early in the year where students are expected to become familiar with accessing and referencing some sources of information on a general topic.

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

The sample lacked discussion and any attempt at the analysis of the factual evidence that it provided to the reader. There was an error in the attribution of one of the statues in the images as belonging to the archaic period.

Possibly the sample fulfilled the aim of assessing a minor task in the course.

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

The group agreed that the sample failed to gain a "C" standard on any element of Criterion 5.

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

The teacher could set a more challenging task that required higher order thinking.

Planning for March Moderation 2021 - Statewide Samples

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

Ancient History 3: Criteria 2 and 7

State the name of the person who will be providing the samples for moderation

Ros Walker, Sarah Capelli, Sharyn Lawrence

Sharing Resources

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

Module C

1. Students design a poster advertising their chosen leader complete with a slogan and images
2. Students use air-drying clay to make a free-standing of relief statue associated with their chosen civilisation
3. Lessons begin with students making an argument about their chosen leader and providing evidence to support their view
4. Kyle Harper course: <https://www.classcentral.com/course/janux-law-and-justice-2267>

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

The group agreed that this course needs an urgent review and re-write in order to make it a more coherent and discipline-focused course. The course has always had the problem of trying to combine elements of a history course and a civilisation-study course. The number of students enrolling in and completing the course is steadily dropping which is threatening the viability of this course.

A significant number of students do not complete the course due to their lack of skills and mastery of the content. Since they are very interested in the general content of studying ancient civilisations they are opting to complete the course but only aim for a PA award. There is a real need for a suitable level 2 History course as History and the Environment 2 is not appealing to students. If teachers could offer to assess students at either level 2 or level 3 it would enable more providers to offer this subject as they could attract greater numbers.