

# 2020 September Moderation - Report



## Meeting Details

Which meeting is this report for?

HASS - Australia in Asia and the Pacific 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 4 = Overall

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

B-

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

- information provided is accurate and gives a broad overview of changing immigration policies (ie White Australia Policy, post-WW2 immigration & Calwell); discussion of Colombo Plan and some identification of impact of these changes on Australian society is evident
- candidate uses increasingly more sophisticated terminology (eg "white utopia")
- Response is formulaic and is more of an information drop

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

- explicit discussion of immigration from Vietnam and other Asian nations would be more appropriate to the nature of the AAP course
- To progress across the standards, answer needs to provide in more detail analysis of the causes and motivations for these changes in policy
- Greater consideration needs to be given to the impacts of these policies on Australian culture and society
- final sentences of paragraphs and conclusion should include predictive elements about Australia's future

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

Element 1 - accurate range of information is explained correctly

Element 2- response is clear, logical and includes evidence; candidate makes use of the essay format to structure ideas; but little analysis of causes (drivers) for change in policy

Element 3 - no predictive elements

Element 4 - well-referenced and range of sources of evidence included

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

- instruct students that final sentences of paragraphs and conclusion should include predictive elements about Australia's future
- select Asian countries as examples
- discuss impact on Australia society, in particular changing population demographics (data would be beneficial)

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall

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

B+

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

- extensive range of evidence used; candidate has done well to include a range of key events from Federation until the Colombo Plan
- response is well-structured and makes effective use of essay format, despite overly long paragraphs

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

- greater analysis of causes and consideration of drivers of change
- more evaluative language that considers the impact of policies (this has been identified with statements like "there has been an impact" but the WHY element in explanation is missing)

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

- Element 1 - information and explanations provided are factually accurate
- Element 2 - argument is logical and coherent but little evaluation of the policies through exploring benefits and disadvantages
- Element 3 - little predictions about the future
- Element 4 - sample has included a wider range of evidence

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

- Consider how migrants have given back to the community and how the experience of migration has benefitted that social group
- Candidates should qualify discussion of trends with numbers of migrant arrivals
- discuss even more recent policy developments (eg temporary visas & criteria to

permit permanent residency)

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall

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

C+

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

- a very general, prepared answer with little engagement with the question
- no reference list or in-test references
- information provided is accurate (eg reference to governments & immigration ministers) but no depth of understanding of complexity of issues
- language and terminology used to discuss immigration is very basic

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

- referencing, wider use of evidence and consideration of more recent policy developments from the 21st century
- more discussion of nationalities from the region
- evaluation and consideration of the positive benefits migration brings to Australian culture

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

- Element 1 - sample is descriptive in nature
- Element 2 - essay is well-structured and logical
- Element 3 - no predictive element included
- Element 4 - very limited range of evidence; no referencing

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

- candidates must reference
- although question states until 2000, to address the criteria students should examine more contemporary policy developments and recent changes in trends in overseas migration (eg increase in migration from South Asia, student visas etc); how do events until 2000 influence our current situation?

Planning for March Moderation 2021 - Statewide Samples

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

Section B

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

Shon Mountney

### Sharing Resources

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

Discussion focussed around the examination specifications and need to integrate Criterion 3 (physical and human geography) within Sections B-D were discussed. Section D already allow such scope. Section B will need to include (eg) data for the impact of immigration on Australia's population growth and may also consider factors such as the geographical resources available through trade (eg Timor Gap Treaty). Section C should consider impact of tourism on physical environment and other demographic trends (eg population shift).

### 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:

In it's current state, teachers continue to request that Section A: Physical and Human Geography be considered an introductory unit and that standard elements of criterion 3 be embedded in the remaining criteria. Teachers wish that the 2020 revised exam specifications continue in 2021 and beyond.

Within the Year 9-12 curriculum, modules within AAP are easily able to be connected with other courses eg Economics, History and Geography. Greater partnerships across the disciplines are welcomed.