

2020 September Moderation - Report



Meeting Details

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 2 = Overall

Criterion 5 = Overall

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

Cr. 2: A- Cr. 5: B+

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

- Consistent evaluation
- Strong use of terminology and good vocabulary
- Not a pre-prepared response (strong for an exam)
- Discusses drivers of change
- Not just a narrative (sophisticated response)

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

- More in-depth evaluation and analysis (e.g. mentions lots of drivers, but analysis could be deeper)
- More focus on impacts of change
- Accurate spelling of historical terms needs to be more consistent
- The stimulus quote could have been used/addressed a little better

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

- No commentary on the impact of the war itself
- Drivers - hangover from WWI and prep for WWII, not dealt with satisfactorily.
- Some of the expression not quite as sophisticated as top students, but very close.
- Drivers and impacts slightly let down - potential HA student for this paper.
- Stimulus quote itself could be considered problematic.

- Teachers need to be careful when marking exams - raising standards too high may create difficulties
(there was some disagreement among teachers)

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

- Greater evaluation and analysis
- More direct addressing of impacts and drivers of change

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall
Criterion 5 = Overall

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

Cr. 2: B- Cr. 5: C+

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

- Tried to evaluate, but ended up describing (evaluation of drivers of change was fairly superficial)
- A sufficient number of changes identified, but little analysis ('shopping list' approach - simply listing historical events)
- Fairly colloquial
- Mentioned impact of changes on women and Jews

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

- Need to focus on the significance of historical events/actions (e.g. Night of the Long Knives, Enabling Act, Nazification, death of Hindenburg, etc.) rather than just describe them in one paragraph
- More detailed explanations required

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

- Reference to social changes was rather superficial
- Social changes may have been put in because of the criterion - just trying to cover all bases
- Could have included the point that women lost the changes they gained during the Weimar Republic

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

- Further analysis of drivers and impacts
- Further explanation and demonstrating the understanding of terminology

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall

Criterion 5 = Overall

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

Cr. 2: B- Cr. 5: C+

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

This sample appeared fairly sophisticated at first. However, closer reading revealed that while the student gave a reasonable discussion of war in response to the question, they did not adequately address the role of ideology, which was given short treatment in the same paragraph as brief remarks on economic policy. Some paragraphs veered away from direct relevance to the question, and there was a tendency toward describing information across a broad range of sub-topics. This showed solid grasp of the factual content, but weaker analytical skills, which could have been displayed better through a more carefully selected set of events and ideas. This showed solid grasp of the factual content. The student also made accurate, but somewhat trivial, use of several key terms.

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

We would need to see more analysis of communist ideology, and more emphasis on evaluation of ideas and evidence than on description thereof. A more formal style of writing would also help, because this sample was a little too conversational at times. However, moderators noted that part of the problem for students is the scope of this section - the span of dates is very broad, so students would likely benefit if it were separated into two periods, thereby forcing a tighter focus in essays like this. (Suggested periods were 1917-1929, and 1929-1941.)

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

- Greater analysis of ideology is needed (though the period is problematic)
- Bringing in evaluation, rather than listing and describing/mentioning
- Students need to be skilled on the analysis in preparation for the end of year

Sample 3 - What actions would you recommend for teachers to help the

Teachers should ensure that their students have plenty of opportunities to practice analytical and evaluative skills (e.g. of cause and effect).

student attain a higher rating (or ratings)?

Planning for March Moderation 2021 - Statewide Samples

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

1, 3, 6 and 7 (if possible)

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

Nevenko Bartulin and James McLean

Sharing Resources

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

As a rather large group we did not have enough time to discuss this in any detail.

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:

Teachers of Russia once again requested that the dates for the two periods be revised.