

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

HASS - Psychology 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 7 = Overall, Element 1, Element 2, Element 3

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

A

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

The response incorporates all relevant theories, refers to examples, links the ideas, and the analysis section (strengths & weaknesses) is particularly strong.

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

N/A

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

The response addresses the actual question asked with lots of summaries of evidence, good evaluation, good links between evidence and theories, strong evidence against elements 7.1, 7.2, 7.3, 7.6

The response conveys understanding, as opposed to a rote learnt response.

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

Perhaps incorporate the 2 stimulus pieces more throughout the response.

Moderation Details for Calibration - Sample 3

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

Criterion 7 = Overall, Element 1, Element 2, Element 3, Element 6

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?

Although use of the stimuli is sound, the response has a formulaic structure. Most of the theoretical analysis is on the last page as opposed to being integrated throughout the essay.

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

The links between empirical evidence and psychological concepts should be strengthened; (application of theory to examples not always there e.g. Turnbull).

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

The sample is weaker on element 7.3 (B-)

It summarises a range of empirical and textual evidence at a borderline standard on elements 7.1 and 7.2 .

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

Emphasise to students the importance of actually addressing the question as opposed to using a formulaic or rote learnt approach. Theories should be incorporated throughout with links to concepts and stimuli made evident.

Planning for September Moderation 2020 - Statewide Samples

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

Criterion 8 (using dot points on the IP marking guide)

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

Teresa Blizzard

moderation.

Sharing Resources

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

The new VCE Grivas, Down and Carter text book is now in print and has interesting updated information.

New teachers were reminded about the resources available on Canvas.

For individual differences and Nature/Nurture question, teachers were directed to the Clickview Online resource called Secret Life of Twins, Ep 2.

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:

Updating of some parts of course in line with contemporary Psychological thinking is required.