

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 13, 2018 11:53 am

Meeting Details

Meeting Venue:	North
AM or PM session?	AM
Which Learning Area is this Report for?	Humanities and Social Sciences (HASS)
Which AM Meeting is this report for?	HASS - Introduction to Sociology and Psychology Level 2
Moderation Leader Name	Carolyn Cox
Moderation Leader Email	ccox@mrc.tas.edu.au
Minute Keeper (if available)	Lyn Haberle
Minute Keeper Email	lyn.haberle@stpatricks.tas.edu.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

Nathan Hill
Carolyn Cox
Shelley Barnett
Shelley Laing
Sarah Marston
Carol Boyd
Elise Davey
Lyn Haberle
Linda Goss

anyone who was extra on the day

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

christine Stocks

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

Lisa Haas

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C2
C4
C6

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

CR2 - C- Cr4 - C- Cr6 -C-

What evidence supports the rating (or ratings) the group has given

Cr 2 Very few examples given.
Cr 4 - some sorting, but needs more
Cr6 - many communication mistakes

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

Needs to give more examples
Needs to be more specific in discussing each section

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

Critical of sources.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C2
C4
C6

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

Cr2 - A . Cr4 - A Cr6 - A

What evidence supports the rating(s) the group has given

Cr 2 - does more than describe
Cr4 - met expectations, use of tables and connecting to case study, critical

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

Cr 2 competent - high rating. Less retelling may bring it to A+
Cr 4 could have considered outcomes of this case, impact for victims
Cr 6 label tables in-text referencing might make it A+
- more references

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

Critical of sources.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against	C2 C4 C6
What rating (or ratings) has the group assigned this Sample?	Cr 2 - B- Cr4 - B Cr6 - B-
What evidence supports the rating(s) the group has given	Did not have enough depth and interpretation. Outlined more than described. Strong on explaining motive. Categorisation good. Easy to understand, direct and clear.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Be more specific about type of mental health. Sentencing needs work. Expression at times needs improvement.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Was the case they chose limiting information they could find? Critical of sources.

Summary of any further samples moderated

Further samples - Criteria assessed against	C2 C4 C6
What ratings have the group assigned this/these Sample(s)?	Sample 4: Cr2 - C Cr4 - C+/B - Cr - 6 - C
What evidence supports the	Retelling. Touched on things without explanation. Researched but struggled to apply questions. Made a

ratings the group has given	<p>few connections.</p> <p>Sorted information well, but only captured some ideas.</p> <p>Mostly clear and appropriate.</p>
What evidence would you need to see in order to assign a higher rating (or ratings)?	<p>Needs more explanation.</p> <p>Could have delved into the case more.</p> <p>Account could be more detailed</p> <p>A lot of information is regurgitated, rather than own comment.</p> <p>Bibliography is limited.</p> <p>Needed to develop psychological and sociological reasons.</p>
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	<p>Could have this case limited answer?</p>

Planning for September Moderation 2018

Are you planning on:	<p>Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing</p>
Please list the criteria to be moderated:	<p>1.1,1.2,5.1,5.3,6.5,6.6</p>
Briefly describe the type of task you plan to look at:	<p>Use samples</p>

Please state the name of the person supplying the samples for the September moderation

Carolyn Cox

Email

ccox@mrc.tas.edu.au

Sharing Resources

Course Support

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

Some of the links in Canvas are too difficult for students.

List of resources from December PD. Had a good list of resources. Colby Young may have this list.

Resource page

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Sample 1
Sample 2

Any comments:

Sample 1 and 2 contrast different assessments.