

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

**Submission Time:** March 21, 2018 11:20 am

## Meeting Details

<b>Meeting Venue:</b>	North
<b>AM or PM session?</b>	AM
<b>Which Learning Area is this Report for?</b>	Humanities and Social Sciences (HASS)
<b>Which AM Meeting is this report for?</b>	HASS - Psychology Level 3
<b>Moderation Leader Name</b>	Suellen Kackley-Keep
<b>Moderation Leader Email</b>	suellen.kackley@education.tas.gov.au
<b>Minute Keeper (if available)</b>	Jill Kerr
<b>Minute Keeper Email</b>	JKerr@mrc.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**

Laura	Korpershoek
Suellen	Kackley
Caroline	Osborne
Nicholas	Clements
Leigh	Dobson
Lynn	Hendley
Dianna	de Deuge
Jill	Kerr
Andrew	French
Tobi	Allan
Jess	Campbell

**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:**

Geraldine Hussey

**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**

Sally Oetterli

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria assessed against**

C1  
C6  
C8

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

Criterion 1 A- Criterion 6 B+ Criterion 8 A

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

See transcript of meeting

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

See transcript of meeting

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

see transcript of meeting

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C1  
C6  
C8

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

Criterion 1 t + Criterion 6 C - Criterion 8 C -

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

See transcript of meeting

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

See transcript of meeting

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

See transcript of meeting

## Moderation and Annotations for Sample 3

**Sample 3 - Criteria**

C1  
C6

<b>assessed against</b>	C8
<b>What rating (or ratings) has the group assigned this Sample?</b>	Criterion 1 B Criterion 6 B Criterion 8 B
<b>What evidence supports the rating(s) the group has given</b>	See transcript of meeting
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	See transcript of meeting
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	See transcript of meeting

### Summary of any further samples moderated

<b>Further samples - Criteria assessed against</b>	C6 C8
<b>What ratings have the group assigned this/these Sample(s)?</b>	Criterion 1 t + Criterion 6 C - Criterion 8 t
<b>What evidence supports the ratings the group has given</b>	See transcript of meeting
<b>What evidence would you need to see in order to</b>	See transcript of meeting

**assign a higher rating (or ratings)?**

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

See transcript of meeting

## Planning for September Moderation 2018

**Are you planning on:**

Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing

**Please list the criteria to be moderated:**

C2, 3, 4, 7

**Briefly describe the type of task you plan to look at:**

Mid-year exam questions 2018

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

Teresa Blizzard and Lynn Hendley Teresa Blizzard and Lynn Hendley

**Email**

teresa.blizzard@education.tas.gov.au

## Sharing Resources

**Please provide details of any resources or teaching or assessment**

see transcript below:

Psychology Moderation 13th March 2018

Question: who chose the task for moderation? Needed

**strategies, useful links etc. that were shared in the meeting.**

to see samples from 4 years ago, to ensure relevancy. As marking coordinator, the biggest issue is with the divide between northern and Southern Markers, we all need to be at the same meeting. Andrew - we need north/south shared understanding. Sue-Ellen - actual samples chosen by Wendy (Curriculum Team Leader) as far as she knows. Launceston college Union representative advised staff to only mark for one hour for Moderation samples. Suggest that we have a common task between north and south - we need to find out the Southern teachers' marks etc. In the IP situation marking, the south markers are always 'harder' than the north markers. Andrew suggested a northern person attends a southern meeting and vice versa. Moderation and IP marking is different - Lyn says they should not be different processes. There needs to be communication between north & south for moderation purposes. We need to look at discrepancies between north & south moderation tasks - we need to see the combined north and south spread/distribution. Sue-Ellen will contact Mark so that this data is available. There is a movement towards Skype meetings.

The samples appear to have been ones that came up for discrepancy. At discrepancy the markers looked at 139 samples. What is a discrepancy? It is a discrepancy between the two markers - a discrepancy of 2 marks (A - B-). Borderline if needed another A, B, C. Not 3 criteria on IP. (Lyn). 2016 had 120 discrepancies - last year 139. The discrepancy markers saw all the marks of all the students for exams and IP. Eg . Criterion 1 A B  
Criterion 6 A C - discrepancy  
Criterion 8 A A

A = 12 and B = 11

464 with IPs where 2 differences in criteria.

300 (with 3 the difference); then it was 4 the difference.

TASC would not release the discrepancy results for students (Scotch).

3 criteria leads to huge amount of discrepancy. Staff need to be informed of what is happening.

Subject specific criterion and criterion 8 can be reversed - does not come up as discrepancy if 2 marks different.

Markers' meeting - need to be very prescriptive that students should only be 'penalised' once on a criterion if a student has not included something. Too much overlap between the criteria. Staff need to know what is happening when you put a student up for a review.

Moderation samples:

Sample 1: (actual external - A, A, A)

Once you enter your marks, you cannot change them.

Criterion 1 - A to A-/B

Criterion 6 - huge range B- to t

## Criterion 8 - A+ to C+

Sample 2 (actual external D+ C- C-)

Criterion 1 - great variation B- to t (most)

Criterion 6 - B- to t

Criterion 8 - A+ to C+

Scales are different when comparison between samples are loaded on Canvas.

Full range A+ to t -

Sample 3 (actual external B+ B+ B+)

Criterion one A to C- (bulk is B)

Criterion 6 A to C (bulk is B)

Criterion 8 A to C (bulk is B)

Sample 4 ( actual external D+ D+ D)

Criterion 1 B+ to t

Criterion 6 B to t

Criterion 8 C to t

Overall

Sample	1	2	3	4
Criterion 1	A-	t +	B	t +
Criterion 6	B+	C -	B	C -
Criterion 8	A	C -	B	t

- Andrew needed to see a sample where there was ambiguity in the topic.
- There were a few IPs, which were sociological in nature.
- Controversy over nature/nature but do not try to 'sit in one camp'.
- Try to emphasise interactionist perspective. 'A' student would be clear on this perspective.
- Be careful that markers do not mark down because a teacher has told a student to adopt a position (either nature/nature).
- Students need to be specific.

Have we used a forum to interact with the south? Try always to liaise with Lyn or Christine.

2018

Try to cover ASC and visual perception.

ASC be aware of ethics. Attention/divided attention is a good area.

If students do sleep and gender differences make sure that they keep ASC as the focus.

## Course Support

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

It is imperative that there be common moderation meetings including northern and southern markers together, in order to have a uniformly shared understanding of the application of the assessment standards.



## 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?**

Other: Discuss with Lynn Hendley and Christine Stocks

**Any comments:**

Seek feedback from Lynn Hendley and Christine Stocks as they are in the best position to provide the most informed feedback.