

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

Submission Time: March 22, 2018 2:55 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	PM
Which Learning Area is this Report for?	Humanities and Social Sciences (HASS)
Which PM Meeting is this report for?	HASS - Sociology Level 3
Moderation Leader Name	Caroline Osborne
Moderation Leader Email	caroline.osborne@education.tas.gov.au
Minute Keeper (if available)	Jillian Myers
Minute Keeper Email	jill.myers@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

Andrew	French
Suellen	Kackley
Nathan	Hill
Jillian	Myers
Caroline	Osborne
Sally	Oetterli
Shelley	Laing
Dianna de Deuge	

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:

none

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 Snell

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C2
C7

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

SAMPLE 3 (Stratification) C2 B . C7 B

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

Use of the stimulus throughout the answer

Theories and concepts linked to the issue and the stimulus

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

Greater depth in the analysis of the theories as justification of stratification. Also explanations for why stratification continues within CAS society

What actions would you

Discussion regarding the justification and maintenance of stratification within society from the main

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

perspectives of Interactionist, Conflict and Functionalist.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C2
C7

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

Sample 4 (Interrelationship) C2 B . . C7 B-

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

Linked education and family with some discussion on the impact of these institutions

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

greater analysis of the theories and an evaluation on the effectiveness of the theories to explain the role of these institutions in society.

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

Develop the argument through a more detailed look at the theorists such as Bourdieu and his theories on habitus, social and cultural capital. Bowles and Gintis and the impact of SES and education

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C2
C7

What rating (or ratings) has the group assigned

Sample 6 (Change over time) . C2 C- C7 C-

this Sample?

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

This response meets the minimum requirements for a pass as it mentions the stimulus, responds to the question and also provides two sociological explanations

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

Greater detail in the explanations of the perspectives on change within institutions

Use of the stimulus to provide examples within the response

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

The student needs to answer the chosen question more directly so that the perspectives and the examples explore the central issue of change within CAS.

Some leading questions might be:

How have the institutions changed?

How might these changes be considered from a functionalist perspective?

Do these institutions still fulfill the basic functions despite the changes?

How might they be considered from a conflict perspective?

Have the changes created less inequality or more?

How might Feminists or Interactionist perspectives view these changes?

Summary of any further samples moderated

Further samples - Criteria assessed against

C2
C7

What ratings have the group assigned this/these Sample(s)?	none
What evidence supports the ratings the group has given	none
What evidence would you need to see in order to assign a higher rating (or ratings)?	none
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	none

Planning for September Moderation 2018

Are you planning on:	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
Please list the criteria to be moderated:	C5 C6 C7
Briefly describe the type of task you plan to look at:	Teachers are requested to forward samples of IPs to Sally Snell prior to the Moderation. Unusual topic or borderline samples are preferred. A small selection will be made from the provided samples and published for prior reading and rating.
Please state the name of the person supplying the samples for the September	Sally Snell

moderation

Email

sally.snell@stpatricks.tas.edu.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

none

Course Support

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

Teachers mentioned interest in ongoing PL. Topics included referencing conventions and research methods for IPs.

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 3

Any comments:

While this is a B sample annotation could provided information on how the sample could be developed.