

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

Submission Time: March 26, 2018 10:15 am

Meeting Details

Meeting Venue:	South
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	Katrina Hutchinson
Moderation Leader Email	katrina.hutchinson@education.tas.gov.au
Minute Keeper (if available)	Cheralynne Hawkey
Minute Keeper Email	cheralynne.hawkey@education.tas.gov.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

Katrina Hutchinson
Charlotte Roberts-Clarke
Alexandra Bruce
Kate Pedersen
Cheralynne Hawkey

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

Coby Young

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C2
C4
C6

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

Cr 2 - range D - C+; Cr 4 C; Cr 6 range D - C

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

Cr2 C+ because there is information given

C- there were concepts and headings provided that were not used

C to allow for some improvement and not close to a B standard

Cr 6 C this is a level 2 subject and would pass Level 2 English

C- would reflect the inaccuracies and lack of a reference list

Some clarification is needed for the referencing element to be

Criterion 4 is the research criterion therefore should reflect the in-text referencing. The element for Criterion 6 would therefore be interpreted as creating the reference list

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

none given

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

none given

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C2
C4
C6

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

Cr 2 A; Cr 4 A; Cr 6 A

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

Cr2 Cant be assessed higher as misses the opportunity to define and write more concisely but it is comprehensive

Cr 4 The use of tables was excellent, however there could have been in-text referencing for the tables

Cr6 Only slight syntax and spelling errors but they don't

affect the meaning and the referencing tipped this up to an A

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

none given

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

none given

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; Cr 4 B-; Cr 6 B

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

Cr2 They outline a range of psychological concepts and identify which category this falls into but this was possibly a poor choice of topic as they couldn't complete all sections

Cr 4 The mode response was a B. The group felt there were two elements met in the B range and the "listing sources" was clearly in the C range. No in-text referencing was used.

Cr 6 There was a reference page provided and simple sentence structure but clearly written

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

none given

ratings)?

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

none given

Summary of any further samples moderated

Further samples -
Criteria assessed
against

C2
C4
C6

What ratings have
the group
assigned
this/these
Sample(s)?

Cr 2 D; Cr 4 D; Cr6 D

What evidence
supports the
ratings the group
has given

Cr2 did not describe concepts or use their own words
Cr 4 plagiarism
Cr6 plagiarism

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

none given

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

none given

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:	none given
Briefly describe the type of task you plan to look at:	Northern group have requested that we moderate the topic of deviance in the Sept meeting.
Please state the name of the person supplying the samples for the September moderation	Coby Young
Email	coby.young@education.tas.gov.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.	<p>The first topic - to cover</p> <ul style="list-style-type: none"> 📄 Netflix - Black Mirror episodes - "Nose Dive" (Sociological theories) and "White Bear" (Psychological theories) - worksheet - which theory explains which behaviour? 📄 Research booklet and experiments and replications 📄 Stanford and Little Albert on youtube then choose (also Harlow and Milgram) 📄 Social inquiry - e.g. invasion of personal space observation or mimicked someone's behaviour (with debriefing once they have indicated that they felt uncomfortable) 📄 A round robin of short experiments/demonstrations as a taster of the theories in action
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Course Support

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: none