

2021 March Moderation - Report



Which meeting is this report for?

Library Networking

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Samples moderated came from the Psychology Level 3 course (BHP315116)
Criterion 8 = Element 3, Element 4, Element 5

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

Criterion 8 Element 3 = A Element 4 = A/B Element 5 = B

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

Element 3: Ratings A and B are the exact same wording. Therefore, the Moderation Meeting agreed that Rating B is non-existent.

Evidence for Element 3 is drawn from in-text citations and how these relate to the list of references. The placement and detail of in-text citations in Sample 1 demonstrated the learner clearly differentiated their work from the work of others.

Element 4: Evidence for Element 4 is drawn from in-text citations and the adequacy of the related entries in the reference list. The in-text citations in the introduction included the page number of paginated sources of information in some cases. Two citations to paginated sources omitted the page number. There was sound treatment of citing secondary sources. In the discussion section of the paper there was no page number provided in the four citations to the paginated source.

Element 5: Evidence for Element 5 is drawn from the list of references and how the bibliographic entries and the arrangement of entries conforms to IP guidelines and APA referencing style. In Sample 1 hanging indent for entries as required by APA style was not used. As the exemplar reference list in Appendix IV of the IP guidelines for this course does not show hanging indent, the Moderation meeting decided to overlook this shortcoming. Heading case was erroneously used for article titles' capitalisation. Web site titles were omitted from all web site entries. Italicisation of volume number was lacking in the journal entry.

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

For Element 3, for an A rating, the standards require clearly identified information, images, ideas and words of others used in the learner's work. Sample 1 achieved this.

For Element 4, for an A rating, the standards also require that "referencing conventions and methodologies are followed with a high degree of accuracy", and APA style is footnoted to this element as the recommended style. In Sample 1, the degree of accuracy was impaired because page numbers of paginated sources were

not given.

For Element 5, for an A rating, the standards require the creation of "appropriate, well-structured reference lists/bibliographies". In Sample 1 the layout did not conform to APA style in that the Reference list entries should not have been bulleted. Hanging indent should have been used instead, as required by APA style. Also in Sample 1, sentence case should have been used for capitalisation of titles of books and articles. Entries under sub-headings are to be in alphabetical order, as per APA Style.

Sample 1 omitted the web site titles from all web site entries in the Reference list. Web site titles are required in web site entries in a Reference list.

Primary sources accessed through secondary sources should be formatted according to examples outlined in the IP Guidelines, and only the documents read by the learner are to be included in the reference list.

Titles of web pages should be italicised (this can be achieved if learners use CTRL+V instead of right-mouse-click when pasting a reference entry from citation generators such as the SLASA Online Referencing Generator).

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

Element 3 - A

Element 4 - B-

Needed to include page numbers in in-text citations to paginated sources.

Element 5 - B

Only short form of publishers' details is required; omitted the required web site titles; need to follow APA style for capitalisation.

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

Element 3 rubric elements need updating and clear distinctions made between Ratings A and B.

Teachers need to train learners to include page numbers in in-text citation to paginated sources, when appropriate. "When appropriate" means when a particular piece of information or concept or conclusion is being referred to in the learner's narrative. If the reference is simply to "the study" or "the author's paper" in a generic way, then page numbers are not required in the in-text citation.

Also, teachers should make learners aware of the APA style requirements and allow practice in applying the style correctly, whichever version of APA is being used.

Moderation Details for Calibration - Sample 2

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

Criterion 8 = Element 3, Element 4, Element 5

Sample 2 - What rating (or ratings) has the group assigned this sample?

Criterion 8 Element 3 = A Element 4 = B/C Element 5 = B/C

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Element 3: Ratings A and B are the exact same wording. Therefore, the Moderation Meeting agreed that Rating B is non-existent.

Evidence for Element 3 is drawn from in-text citations and how these relate to the list of references. Information found in others' works clearly identified.

Element 4: Evidence for Element 4 is drawn from in-text citations and the adequacy of the related entries in the reference list. Consistent referencing style used. The in-text citation for Bower and Clark in the introduction does not have a related entry in the list of references.

Element 5: Evidence for Element 5 is drawn from the list of references and how the bibliographic entries and the arrangement of entries conforms to IP guidelines and APA referencing style. The referencing style used in Sample 2 is Harvard style (should be APA). There are minor punctuation errors. The wrong publisher is given for the McLeod entry. The web site URL rather than the web page URL is given for the Psych Central entry. Other errors relate to the use of Harvard rather than APA style.

References should commence on a separate page.

A citation is missing from the reference list.

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

Sample 2 used Harvard style of referencing, and not APA style. The assessment rubric footnotes APA style as the recommended style, however on page 2 of the Investigation Project Guidelines, APA style is explicitly mandated for this course. APA style should be used as this is mandated for this course, and not Harvard referencing style. IP guidelines need to be observed.

All in-text citations must be supported by, and directly track to, the fuller entry in the reference list. There should be no inaccuracy of entry elements in the reference list, and no missing entries.

For an A rating the standards require that "referencing conventions and methodologies are followed with a high degree of accuracy". Sample 2 did not include every source cited in-text in the Reference list. For a higher rating, no such missing references can be allowed. Also the wrong publisher was given in the Reference list for one of the web sites.

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

Element 3 - A

Element 3 was given a rating of A because there is essentially no B rating.

Element 4 - B

Element 4 was assessed by the groups as worthy of a C to an A. Consensus was B.

Element 5 - C

The wrong referencing style (Harvard) was used, and some entries contained

inaccuracies. The reference list met the requirements for a C rating.

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

Improved clarity in the IP guidelines, in which the referencing advice is based on a 2005 publication available from a university bookshop which no longer exists.

Teachers should check student reference lists to see which style is being used before IP is submitted for marking.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 8 = Element 3, Element 4, Element 5

Sample 3 - What rating (or ratings) has the group assigned this sample?

Criterion 8 Element 3 = C Element 4 = B/C Element 5 = B

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Element 3: Ratings A and B are the exact same wording. Therefore, the Moderation Meeting agreed that Rating B is non-existent.

Evidence for Element 3 is drawn from in-text citations and how these relate to the list of references. Information in others' works was identified.

Element 4: Evidence for Element 4 is drawn from in-text citations and the adequacy of the related entries in the reference list. In the introduction, three citations to paginated sources lack the required page numbers, and in the discussion one citation to a paginated source lacks the required page number. This learner did not give page numbers for any citation of paginated sources (which was most of them).

Element 5: Evidence for Element 5 is drawn from the list of references and how the bibliographic entries and the arrangement of entries conforms to IP guidelines and APA referencing style. Alphabetical order of entries was not observed. The entry for the book did not identify the editors as editors, which it should have. Short forms of publishers is all that is required. Capitalisation of journal titles did not follow APA style. The journal title for the entry for Glanzer & Cunitz contained a spelling error. The title of the web site was omitted from the reference list. Hanging indent, which is required by APA Style, was not observed. As the exemplar reference list in Appendix IV of the Investigation Project guidelines for this course does not show hanging indent, the Moderation meeting decided to overlook this shortcoming in all samples.

Sample 3 - What evidence would you need to see in order to assign a higher rating

For an A rating the standards require clear identification of others' work, a high degree of accuracy in following referencing conventions and methodologies, and presentation of appropriate, well-structured reference lists/bibliographies. Sample 3 should have followed APA style for capitalisation of titles of journals. Also the title

(or ratings)?

of a journal was incorrectly spelled. The learner should have used American spelling for American titles i.e. they must always use the original spelling of a title. APA style requires entries in a reference list to be arranged alphabetically. Sample 3 did not do this.

Primary research (i.e. reference list entry to the learner's own work) should follow the model outlined in the IP Guidelines and the student name should not appear

Sample 3 - Summary of group consensus with comments to element level if applicable.

Element 3 - C

Element 4 - B- /C

Element 5 - C

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

APA 7th edition notes that reference lists are alphabetical with no subheadings. The IP guideline requiring sub-headings with the reference list may be for ease of marking?

The IP Guidelines document needs to be updated with regard to referencing requirements, perhaps with assistance from members of this group.

Planning for September Moderation 2021 - Statewide Samples

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

English Literature folios with MLA8 citation

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

Janine Bowes - CL

Sharing Resources

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

1. A Guide to Formatting in Psychology (2005) (Pearson original edition) 1st edition / Jane Shakespeare-Finch. ISBN 9781442510883 - please note this has been superseded by the following title (number 2 in this list).
2. A Guide to Formatting in Psychology (2020) (Pearson original edition) 3rd edition / Jane Shakespeare-Finch. ISBN 9780655702597
3. Publication Manual of the American Psychological Association: the Official Guide to APA Style (2019), 7th edition, Washington, D.C.: APA. ISBN 9781433832161

Appendix IV of the Investigation Project Guidelines for this course refers on page 12 to A Guide to Formatting in Psychology (Pearson original edition) 1st edition / Jane Shakespeare-Finch. ISBN 9781442510883. The advice about APA referencing given in the IP Guidelines is based on this. The current, 3rd, edition of this work

(ISBN 9780655702597) was published in February 2020, 5 months after APA7 (i.e. the 7th edition of APA's Publication Manual) was published, and presumably is based on APA7.

It is strongly recommended that TASC update the relevant parts of Psychology Level 3's Investigation Project Guidelines to take the current editions of these works (the 3rd ed. of Shakespeare-Finch and APA7) into account.

It was noted that APA's own online referencing-help for APA Style used only APA7. It was observed the outdated APA5 version of APA Style appearing in the current IP Guidelines had accordingly become misleading advice to students using the more up-to-date online APA Style equivalent. This updating of the IP Guidelines should be done ready for the 2022 academic year.

4. Wette, Rosemary (2021). *Writing Using Sources for Academic Purposes: Theory, Research and Practice*. New York: Routledge. ISBN 9780367175924.

Written from the point of view of a higher education lecturer working with novice-undergraduate ESL students trying to integrate into New Zealand/Australian/American university courses. Wette's trajectory of skill development in source-based writing on page 18, and her systematic approach to constructing an effective in-text citation for novices (pp. 70-71) David Morris found particularly interesting.

5. *MLA Handbook* (2021), 9th edition. Baltimore, Md.: Modern Language Association of America. ISBN 9781603293518 [forthcoming]

The MLA is publishing the ninth edition of their style manual, MLA9, in April 2021. The MLA withdrew MLA8 at the end of February 2021. Moderation in 2021 will use MLA8 (not MLA9). However, TASC will need to consider adopting the updated MLA9 edition for relevant English courses in 2022.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

We note that the following changes are relevant to courses mandating or recommending specific referencing systems:

- English Literature 3 and English Writing 3 - currently using MLA Edition 8. MLA Edition 9 (MLA9) will replace this in April 2021.

We recommend that MLA9 replace MLA8 in TASC documentation for the 2022 academic year.

- Psychology 3 and Sociology 3 - current advice references APA Edition 5. APA Edition 7 has long since replaced this and IP Guidelines need to be updated to reflect this.

We recommend that APA7 replace the version of APA Style in TASC documentation for the 2022 academic year.

- Harvard referencing styles - a new edition of the Australian Government version of Harvard was published online in October 2020. Schools and colleges relying on the Australian Government version will need to modify their guidance to students accordingly.