

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Library (Academic Integrity)

## Moderation Details for Calibration - Sample 1 – Focus Sample - English Literature Level 3

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

Criterion 7 = Element 4, Element 5, Element 6

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

C

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

Element 4 has exactly the same descriptor for Rating A and Rating B, so the group consensus was that only an A or a C rating could be awarded.

Element 5 differentiates A-C ratings based upon the semantics of the difference between the meaning of accuracy vs correctly, when applying referencing conventions and methodologies.

Element 6 is used to determine how well the candidate presented the Works Cited list.

This sample was inconsistent in identifying the sources that required attribution, inconsistent in the method of this identification, and inconsistent in attributing the correct author for the source.

This sample was inaccurate following in-text citation methodology, which made it difficult at times to identify which source was being cited.

This sample included sources in the Works Cited that were not referred to as in-text citations. The indent convention was applied inconsistently. Some authors were incorrectly attributed for works. The author as the main focus of the folio had his name incorrectly referenced. Authors' names were incorrectly spelled. Some publication dates were inaccurate. The name of a journal was omitted in one entry in the Works Cited list. In addition, series statements were omitted, which included the Cliff Notes series for commentaries on the studied text. An editor was given as an author in a case where this made a material difference to the integrity of the citation. These were all serious omissions.

The Works Consulted was ignored by moderators, as this was not required by the independent study guidelines..

Accessed dates were not required in some websites.

Some entries that referenced as books, then had access dates, without indicating that an online source for the text had been used.

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

The candidate would need to attribute all sources of information, and attribute these to the correct source of the information. All in-text citations would need to track directly and obviously to the related entry in the Works Cited list. Accuracy and complete bibliographic details would need to be provided. MLA Style would need to be consistently applied. Online sources of monographs e.g. e-books would need to be acknowledged as such, with name of full-text database supplied in the Works Cited list entry for each.

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

The consensus was that this candidate showed an emerging style of understanding the methodologies and conventions of referencing and citation, but that these were applied inconsistently

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

Students would need to be advised to proof-read their work closely, or enlist another person to do this, to ensure that all sources of information are noted and checked as being attributed. Highlighting the passages in the document and then cross checking against the Works Cited list would be a useful tool.

Additional instruction is required to support students to understand the complexity of the MLA8 referencing conventions and how to apply these to the assignment. Also training in how to correctly identify online sources and bibliographically describe these with a high level of accuracy is required.

### Moderation Details for Calibration - Sample 2 - Focus Sample - English Literature Level 3

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

Criterion 7 = Element 4, Element 5, Element 6

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

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

Element 4 has exactly the same descriptor for Rating A and Rating B, so the group consensus was that only an A or a C rating could be awarded.

Element 5 differentiates A-C ratings based upon the semantics of the difference between the meaning of accuracy vs correctly, when applying referencing conventions and methodologies.

Element 6 is used to determine how well the candidate presented the Works Cited.

The candidate, in most instances, acknowledged their sources in their essays. The in-text citations were generally handled accurately. The Works Cited was handled accurately in most instances. There were careless mistakes in the Works Cited list which a proper proof-reading should have corrected: MLA7 (wrong style) elements appeared, lack of volume and issue numbers and page numbers for a journal article,

publication details all in capitals - all showing signs of over-use of online referencing generators.

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

To achieve an A rating the candidate would have needed to have accurately in-text referenced the Bible citations following MLA8 and used the correct order for citing passages of the play (Act.Scene.Lines)

The Works Cited list exhibited inaccuracies, such as repeated containers, capitalisation of publishers, and dates of sources not matching the dates in the essay.

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

The moderators believed that this candidate generally had a good understanding of the requirements of MLA8 referencing, but failed in attention to detail when proofreading and linking in-text citations to Works Cited. There was an obvious over-reliance on online citation generators which caused errors both in bibliographic style and, more seriously, in bibliographic details of the works being omitted.

This candidate also included a Works Consulted list, which is not required and was ignored by moderators. Also it was noted that there were works cited in-text that did not appear in the Works Cited list - a significant issue at this level.

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

The candidate would need specific support in understanding the conventions required when referencing The Bible and plays following MLA8 Style.

Extra emphasis on proof-reading and date accuracy.

### Moderation Details for Calibration - Sample 3- Focus Sample - English Literature Level 3

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

Criterion 7 = Element 4, Element 5, Element 6

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

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

Element 4 has exactly the same descriptor for Rating A and Rating B, so the group consensus was that only an A or a C rating could be awarded.

Element 5 differentiates A-C ratings based upon the semantics of the difference between the meaning of accuracy vs correctly, when applying referencing conventions and methodologies. This candidate referred to sources for which they gave no citation, either in-text or in the Works Cited list.

Element 6 is used to determine how well the candidate presented the Works Cited.

This candidate was inconsistent in italicising the titles of the plays in their essay.

In-text referencing style partly followed a version of Harvard style, and did not follow the conventions required by MLA8. There should have been no punctuation within in-

text references nor the word 'page'.

The candidate used a version of Harvard style for the end-of-text Works Cited list, and did not use the MLA8 referencing style in the Works Cited, including heading it as a Bibliography. The Work Cited list should have commenced on a new page, and it did not.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Sources of information referred to in the text of the essay all should be acknowledged by an appropriate in-text citation. The correct MLA8 referencing style would need to be evident, both in-text and in the Works Cited list

All sources referred to in the essay, should be obviously and systematically linked to the Works Cited list

Accuracy of spelling author's name in references is required.

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

Moderators agreed that this candidate had not used the MLA8 referencing style, but showed evidence of emerging skills in referencing.

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

Candidate/s would need to be supported in understanding the importance of using the specified referencing style. The Candidate would need to be supported in the importance of citing sources in-text and relating these in-text citations to the Works Cited list in every case.

### Planning for March Moderation 2022 - Statewide Samples

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

Continued work on Academic Integrity and Referencing. Map the requirements re referencing in the course documents, to the assessment rubric and the folio guidelines.

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

To be confirmed

### Sharing Resources

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

Discussed the purpose of referencing and Academic Integrity instruction.

Concerns about the variety of styles required in TASC subjects and why courses require different styles, as this anecdotally is not required in NSW and Victorian senior secondary course work or the IB.

Who determines the referencing style: TASC. Curriculum Services, UTas?

Can preferred referencing generator/s be specified and candidates encouraged/supported to use these, and the reference be accepted as accurate?

Mendeley was suggested as useful bibliographic software. The candidate is still required to understand the components of referencing, but the formatting is generated.  
<https://www.mendeley.com/guides>

Concerns raised re the attrition of skilled professionals staffing libraries to provide the required expertise.

Concerns about confusing language used in the guidelines: e.g. word count includes footnotes, but this is not a MLA8 convention. If a student uses footnotes, would this be penalised? MLA9 in 2022 may differ in this respect, and if so, markers in 2022 will need to be alert to this.

Concerns that in-text citations distract from the flow of writing, in the Creative.

What advice is given to markers re Criterion 7?

### 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:**

Suggest that referencing expectations be a focus of future course development. Are complex and multiple styles required? Should a style guide be included for students (as it is in the TASC documentation for Psychology Level 3)? Currently many students may be disadvantaged by limited access to personnel with referencing expertise. Also authoritative online help differs from TASC documentation. For example, APA5 and APA6 is no longer supported online by APA, only APA7. However TASC documentation uses the out-of-date APA5 for Psychology, and by inference also Sociology. Also concern was expressed with the updating to MLA9 that is planned by MLA in 2022 for their online guide to MLA Style, and to what degree MLA8 will be no longer supported - it is not yet clear how this will be rolled out by MLA.