2019 March Moderation - Report

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	HASS - Psychology Level 3
Moderation Leader Name	Suellen Kackley-Keep
Moderation Leader Email	suellen.kackley@education.tas.gov.au
Minute Keeper	Sally Oetterli
Minute Keeper Email	sally.oetterli@education.tas.gov.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Jess Campbell, St Brendan Shaw Leigh Dobson, Launceston College Amy French, Hellyer College Andrew French, Scotch Oakburn College Lyn Haberle, St Patricks College Geraldine Hartin-Hussey, Launceston College Lynn Hendly, Launceston College Nathan Hill, Launceston Christian School Suellen Kackley-Keep, Don College Amy-Rose Langmaid, Marist Regional College Sally Oetterli, Newstead College Dianna de Deuge, Laighland Christian School Vicki Mackrill, Launceston College Christine Stocks, Don College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.	

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 3 = Overall, Element 2, Element 4, Element 5 Criterion 7 = Overall, Element 1, Element 2, Element 3
Sample 1 - What rating (or ratings) has the group assigned this sample?	Crit 3 = A, crit 7 = A
Sample 1 - Summary of group consensus with comments to element level if applicable.	demonstrates strong understanding of topic, and integrates 13 pieces of empirical evidence
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	more evaluation to achieve A+ engage with the stimulus more (ie draw more connections)

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 3 = Overall, Element 2, Element 4, Element 5 Criterion 7 = Overall, Element 1, Element 2, Element 3
Sample 2 - What rating (or ratings) has the group assigned this sample?	crit 3 = C-, crit 7 = t
Sample 2 - What evidence would you need to see in order to assign a higher rating (or	Need to draw on empirical evidence to support ideas

ratings)?

Sample 2 - Summary of group consensus with comments to element level if applicable.	Discussed marking of samples at end of year exam standard. Internally, marks might appear as crit 3 = t, crit 7 = C- for feedback to the student.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Focus on developing understanding of concepts and the two theories in order to be able to explain and apply to question.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 3 = Overall, Element 2, Element 4, Element 5 Criterion 7 = Overall, Element 1, Element 2, Element 3
Sample 3 - What rating (or ratings) has the group assigned this sample?	crit 3 = B-, crit 7 = C+
Sample 3 - What evidence supports the rating (or ratings) the group has given?	There was more emphasis on Classical Conditioning than Operant Conditioning. The student attempted to use quite a lot of concepts, although not always accurately.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More accurate use of concepts. More empirical evidence for criterion 7.
Sample 3 - Summary of group consensus with comments to element level if applicable.	This sample had the widest range of results entered for this sample, ranging from crit 3 (A+ to c) and crit 7 (A+ to C-).

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Structure so that there is a more logical flow of information.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 3 = Overall, Element 2, Element 4, Element 5 Criterion 7 = Overall, Element 1, Element 2, Element 3
Sample 4 - What rating (or ratings) has the group assigned this sample?	crit 3 = C-, crit 7 = t+
Sample 4 - What evidence supports the rating (or ratings) the group has given?	C- on crit 3 demonstrates that the student has attempted to connect with the stimulus items, and relate this to processes and limited concepts.
Sample 4 - Summary of group consensus with comments to element level if applicable.	Sample looks like the student ran out of time.
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Strengthen focus on identifying the stimulus items, in order to differentiate from Bandura's research which can be drawn on as empirical evidence.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criterion 5 – Suellen to co-ordinate samples

Sharing Resources

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	Request a review of the criteria for this course.