2018 September Moderation - Report

Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	HASS - Sociology Level 3
Moderation Leader Name	Sally Snell
Moderation Leader Email	sally.snell@stpatricks.tas.edu.au
Minute Keeper	Caroline Osborne
Minute Keeper Email	caroline.osborne@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.	Suellen Kackley-Keep caroline Osborne Nathan Hill Trudy Lister Jeffrey O'Brien Andrew French Shelley Laing Jillian Myers Sally Snell
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	Dianna de Deuge

meeting.

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 5 = Overall Criterion 6 = Overall Criterion 7 = Overall
Sample 1 - What rating (or ratings) has the group assigned this sample?	A, A, A
Sample 1 - What evidence supports the rating (or ratings) the group has given?	investigates inequality two different methods of data gathering was included (this is not necessary but adds a level of complexity) graphing all results is not necessary to include in appendices links and evaluations solid, used theories references were accurate integrated the references and complex data included
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Its an A
Sample 1 - Summary of group consensus at element level with comments	Its a solid A
Sample 1 - What actions would you recommend for teachers to help the student attain	raw data table in the appendices

a higher rating (or ratings)?

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 5 = All elements Crit 6 = All elements Crit 7 = All elements
Sample 2 - What rating (or ratings) has the group assigned this sample?	C+ B B+
Sample 2 - What evidence supports the rating (or ratings) the group has given?	crit 5 c range. research methodology, questionnaire doesn,t have level of complexity. generic open ended questions. research aim is faulty crit 6 crit 7
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	do an audit of the teachers dont ask students if their teacher is male or female, useful data but method flawed link to gender socialisation and link to future career opportunities
Sample 2 - Summary of group consensus at element level with comments	Crit 5 C+ complexity is not there, brief explanation under the graphs, not complex points of correlation, research aim needs to explain the consequences distribution inequality. Crit 6 B its sociological and many others arent. Crit B+
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or	Could have asked the teachers about their challenges in teaching in their subject areas

ratings)?

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 5 = All elements Crit 6 = All elements Crit 7 = All elements
Sample 3 - What rating (or ratings) has the group assigned this sample?	C B B
Sample 3 - What evidence supports the rating (or ratings) the group has given?	Cit 5 methodology crit 6 sociological content crit 7 very simple lacks complexity Graphs not explained
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Women are underrepresented - choice - but the consequences not explored. Hypothesis is not necessary, the hypothesis of this IP is obvious but the consequences are what would have made this a more rigorous. Examining the connections and correlations is what sociology is about. Secondary tables should not be put in the Result section. Too many graphs in Result section
Sample 3 - Summary of group consensus at element level with comments	5 C 6 B 7 B
Sample 3- What actions would you recommend for teachers to help the student attain	see above

a higher rating (or ratings)?

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 5 = All elements Crit 6 = All elements Crit 7 = All elements
Sample 4 - What rating (or ratings) has the group assigned this sample?	C C C
Sample 4 - What evidence supports the rating (or ratings) the group has given?	did try to link with theory did 3 primary data gathering methods
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	correlation with gender not there done little with the results in appendices aim was lost didnt bring it back to why there is inequality
Sample 4 - Summary of group consensus at element level with comments	5 C 6 C 7 C references not in RL this sample is in the C range
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	graphs need to be explained raw data in appendix make research question clear

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply	Level 3 or 4
For Level 3 and 4 courses please suggest criteria for consideration by CTL's.	Cr 1 E2, 4, 5 Cr 7 E1 and 2
Please enter the name and email address of the person providing the samples:	CTL
Email	wendy.frost@education.tas.gov.au

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:	please put Marking guide for IPs on the CANVAS site under supporting documents