

2019 March Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

HASS - Introduction to Sociology and Psychology Level 2

Moderation Leader Name

Kate Pedersen

Moderation Leader Email

kate.pedersen@education.tas.gov.au

Minute Keeper

Barbara Gilbert

Minute Keeper Email

barbara.gilbert@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.

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Russell Cooper – Introduction
Katrina Hutchinson
Anna Williamson
Penny Strus
Stelle Carmichael
Kate Peacock
Kate Pedersen
Barbara Gilbert

no apologies

Moderation Details for Calibration - Sample 1

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

Criterion 1 = Overall
 Criterion 5 = Overall
 Criterion 6 = Overall

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

C1 - B, C5 - B, C6 - B

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

spread from A- to C statewide,

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

C1 - B, a bit of quoting, straight into the question, didn't unpack, section c very short
 C5 - B, did not explain element 6 (no samples really showed), used multiple examples, not engaging in higher level, stating rather than explaining, relevant to the point therefore not a C
 C6 - B, good references, evidence in-text referencing a little funky, some grammatical errors, control of language, very solid B, if level 2 subject possibly an A but compared to other samples a solid B

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall
 Criterion 5 = Overall
 Criterion 6 = Overall

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

C1 - A, C5 - A, C6 - A

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

spread from A to B- statewide,

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

C1 - A, well referenced, some of the work possibly not theirs or ran out of time to correct as paragraphs quite different, highlighted in-text referencing, so many rules in the instructions to un-pack, quoted and explained correctly/thoroughly, interrogated their definitions
 C5 - A, at least one very well explained example, arguments consistent, hear the voice of the arguments
 C6 - A, what you could do to make an A, few spelling errors, para 2 & 3 assaulted vs 'bashed up', a few syntax differences

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall
 Criterion 5 = Overall
 Criterion 6 = Overall

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

C1 - C, C5 - C, C6 - C-

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

statewide A- to t+ - benefit of the doubt result inaccurately entered

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

tricky as didn't define terminology accurately, section C not clearly marked, no references, good recognition of typical level 2 student work, C1 - C, reasons why support C or C-, borderline piece or solid, just a pass, outline a limited range
 C5 - C, limited but there, obviously liked Dan, knew a lot about Dan by end of sample
 C6 - C-, strong feelings on this as no reference list, some definition (reference) but incorrectly done, way they write a C or lack of reference a t, can't write very well, if they don't pass because they can't write, or list a reference, do they deserve not to have a tick if about communication, had a go even though wrong, they have tried - 60% communication, 40% referencing and that tips the balance

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall
 Criterion 5 = Overall
 Criterion 6 = Overall

Sample 4 - What rating (or ratings)

C1 - B+ , C5 - A-, C6 - B+

has the group assigned this sample?

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

range A to t- statewide

overall kept flipping back and forwards, didn't have footer, word count annoying, grammar starting to be affected, rules of the instructions, no Robinson reference as required, struggling to stay focused with sample, C1 - B+, stacks of theories but not well described, wrote well but not polished or proofread enough, clear understanding but definitions not explained in detail C5 - A-, example lists of a wide range or a range, not limited, provided a rationale but not a reasoned argument, lot of work, effort, leading more to the As, C6 - B+, tempted to mark section by section but criterion don't really allow for it, had to go back to task instructions, not as eloquent as previous samples, grammar is slightly irritating, referencing incorrect (didn't use a generator) wrote it up themselves

Planning for September Moderation 2019 - Statewide Samples

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

3 criteria, fewer elements - Psychology C2, Communication C6, shorter tasks

Sharing Resources

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

Easy A - labelling theory
The Orb - Fibres - Gender stratification 29 mins
Zimbardo, (youtube also on Netflix) Freedom Writers - youth culture Growing up Poor - Four Corners
Macquarie Fields/Bra Boys - youth culture DQ Big Books on Sociology, Psychology Up – ageing Benjamin Button – ageing Podcasts (audio) Tedtalks Teaching strategies - one note (don't delete page in one note, can't get it back), kahoots, instruction vs audio-visual

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Access to canvas materials has been difficult, how to use. Canvas PL Moderation in Sept - shorter samples to mark - time consuming. Formative assessment PLI - excellent session. A list of Syllabus support doc worth having a look at - every unit and a massive use of resources. Russell Cooper to give all soc/psych teachers up-to-date course details, changes etc. Concern that communication & referencing in same criterion C6