

2019 March Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

HASS - Psychology Level 3

Moderation Leader Name

Teresa Blizzard

Moderation Leader Email

teresa.blizzard@education.tas.gov.au

Minute Keeper

Teresa Blizzard

Minute Keeper Email

teresa.blizzard@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.

Teresa	Blizzard	Rosny College
James	Broad	Claremont College
Clare	Enright	Fahan School
Tristan	Ferguson	Rosny College
Sandra	Guerzoni	Guilford Young College
Mark	Guerzoni	Guilford Young College
Melinda	Minstrell	Tasmanian e-school
Tersia	Oosthuizen	Hobart College
Hayley	Pickett	Friends' School
Morgan	Rosenboom	Guilford Young College
John	Schuringa	Elizabeth College

N/A

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
Criterion 7 = Overall

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

C3=A C7=A

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

A well organised argument that fully responded to the question/stimuli whilst integrating a range of empirical and other evidence and evaluation.

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

N/A

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

A sophisticated argument that showed understanding of concept and theory making links to studies with an emphasis on HUMAN learning

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

The only suggestion would be for the student to be given strategies for different words to commence each paragraph with to avoid over use of "another theory is"

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
Criterion 7 = Overall

Sample 2 - What rating (or ratings) has the group

C3=D+ C7=C-

assigned this sample?

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

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

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

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

Inaccurate use of concept, but enough of others for borderline C- rating. No empirical evidence and very limited evidence of human examples beyond the stimulus(not even 'Little Albert')for C7

The inclusion of empirical evidence and a comparison of elements of CC and OC

As above as well as that the question was very straightforward and the candidate's response did not reflect this

Careful scaffolding of the criteria and the use of exemplars of higher standard anonymised responses for the student to model. The use of in-class peer formative assessment is also a very useful tool.

Moderation Details for Calibration - Sample 3

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

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

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

Sample 3 - What evidence would

Criterion 3 = Overall
 Criterion 7 = Overall

This sample was not a focus due to the high teacher rating consensus from graph data

N/A

N/A

you need to see in order to assign a higher rating (or ratings)?

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

N/A

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

N/A

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
Criterion 7 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?

C3=D+ C7=C-

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

For C3-The response did not stretch to cognitive learning beyond modelling and did not include all concepts. There was a limited response to the question-did not answer it. For C7-the inclusion of Bandura's experiment and use of stimuli just raised it to a C- rating on evidence.

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

Fully addressing both parts of the question and the inclusion of more types of Cognitive learning beyond Observational.

Sample 4 - Summary of group consensus with comments to element level if applicable.

There was consensus that there was not enough information given to have even met the requirement of outlining all the theories/concepts

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

As the student clearly ran out of time as evidenced by dot pointing at the end what should have been covered, then strategies for the preparation and practice of essays within a one hour time limit throughout the year would be helpful so students are well prepared for the exam situation.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 5

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

Teresa Blizzard/Suellen Kackley

Email address of the person providing the samples for September moderation

teresa.blizzard@education.tas.gov.au/Suellen.Kackley@education.tas.gov.au

Sharing Resources

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

Text Books: Psychology (Chicorelli and White) Introduction to Psychology
10th ed (Plotnik and Kouyoumdjian)

Course Support

Please provide details of any future focus and ways forward you would like

Ethics PLEarlier call for teacher feedback when the course is renewed in 2020.

Curriculum
Services to
consider in
relation to this
course: