2019 September Moderation - Report
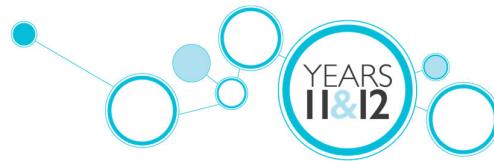
Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which meeting is this report for?	HASS - Psychology Level 3

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, Element 1
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?	Hypothesis, whilst not inaccurate was poorly operationalised and the research design was simplistic and required elaboration.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Define and operationalise reaction time. Clearer link to the Stroop Effect experiment.
Sample 1 - Summary of group consensus with comments to element level if applicable.	C rating was group consensus. Markers did not have information regarding submission date of work (late or on time) so it was difficult to assess that part of the Element.
Sample 1 - What actions would you recommend for	More practice in class on developing a fully operationalised hypothesis

Methodology - explain to students the importance of justifying reasons for choosing |

teachers to help the student attain a higher rating (or ratings)?	a particular research design(e.g. repeated measures). Advantages/Disadvantages?

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 5 = Overall, Element 1
Sample 2 - What rating (or ratings) has the group assigned this sample?	C-
Sample 2 - What evidence supports the rating (or ratings) the group has given?	Very poorly specified hypothesis, lacking clarity around the prediction of the original study.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Context specified- for example, is it about context dependent learning or memory?
Sample 2 - Summary of group consensus with comments to element level if applicable.	There was some discussion about whether the sample was a T+ or C- standard. However, it was concluded that because the variables were identified and there was some understanding of using experimental design, it was a C-.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Some background teaching on ethical principles regarding use of stereotypical gendered assumptions.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the	Criterion 5 = Overall, Element 1

elements within that criterion	
Sample 3 - What rating (or ratings) has the group assigned this sample?	B-
Sample 3 - What evidence supports the rating (or ratings) the group has given?	Evidence of understanding of reasons for the research design and advantages/disadvantages. identified research design more accurately than hypothesis.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	A more accurate hypothesis. Need to identify the Dependent Variable. Distinguish between the viewing of the images-Encoding/Recognition?
Sample 3 - Summary of group consensus with comments to element level if applicable.	All teachers agreed it was a stronger sample, showing better understanding than the previous 2 samples.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Emphasis on the importance of flow, regarding hypothesis linking clearly to research design and method.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 5 = Overall, Element 1
Sample 4 - What rating (or ratings) has the group assigned this sample?	A-
Sample 4 - What evidence supports the rating (or ratings) the	Sections b to i are strong and show understanding and well refined communication skills.

group has given?

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	A fully operationalised hypothesis.
Sample 4 - Summary of group consensus with comments to element level if applicable.	There was some discussion about whether the sample was a B+ or A- given the hypothesis. However, it was decided there was enough evidence of strong design for an A- rating.
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Emphasise to student the importance of clarification and operationalisation of hypothesis because one should be able to read the hypothesis and the rest of the report should not contain any 'surprises' to the reader/marker.

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Psychobiological processes-Criterion 7

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	Teaching Resources - Psychology 5E Australian and New Zealand Hybrid Paperback (2018) by Lorelle J. Burton, Drew Westen, Robin M. Kowalski, 5th Edition (ISBN-13: 978-0730363262 ISBN-10: 0730363260)

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in	N/A

relation to this course: