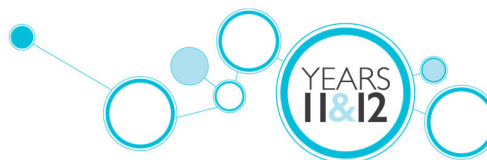


2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	HASS - Sociology Level 3
Moderation Leader Name	Chris Ellery
Moderation Leader Email	chris.ellery@education.tas.gov.au
Minute Keeper	None
Minute Keeper Email	chris.ellery@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.	Debbie Claridge Mel Wall Sally Thomas Alexandra Bruce Jane Barling Marco Guezoni Krean Caporelli Sarah Banks Nicole Harstead Chris Ellery
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 5 = Overall, Element 1, Element 2, Element 3, Element 4, Element 6
 Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5
 Criterion 7 = Overall, Element 1, Element 2, Element 3, Element 4

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

5. A. 6. A-/A. 7. A

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

Well constructed folio. Graphs were well set out and the writing in the introduction and discussion sections were well constructed. Connected the primary research with the secondary research to inform the results in the folio. the ethics section in the folio was well considered. Sources were referenced well and they had a good bibliography that met APA referencing.

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

Overall this was a strong sample. The graphs could have been displayed a bit better by increasing the size of the graph to make it easier to see. The graphs needed to be on the same page as their summary. Needed to include information referred to in the discussion that was in the appendix in the body of the folio.

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

Ensure that candidates know how to display their results and the size of the graphs. To make sure that if it is important to the research that it is included in the body of the folio and not in the appendix.

Moderation Details for Calibration - Sample 2

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

Crit 5 = All elements, Element 1, Element 2, Element 3, Element 4, Element 6
 Crit 6 = All elements, Element 1, Element 2, Element 3, Element 4, Element 5
 Crit 7 = All elements, Element 1, Element 2, Element 3,

elements within that criterion	Element 4
Sample 2 - What rating (or ratings) has the group assigned this sample?	5. B. 6. b. 7. B-/B
Sample 2 - What evidence supports the rating (or ratings) the group has given?	The second sample lacked depth analysing and discussing the primary and secondary data. the introduction of the folio needed more sociological theory and perspectives.This weakened the link to the topic. The graphs did not have the data in the graph images and were not presented in a scientific representation in the summaries.However, the table was presented well in the results, ethics were considered. The structure of the introduction was good and the discussion and analysis was reasonably written.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	As mentioned above more sophistication in the writing in expanding on how the primary and secondary data align or not align in understanding how this informs the issue being researched.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	More guidance in the structure of writing. Maybe some opportunities to look at exemplars that have been assessed at "A" ratings. Practice in improving the level of language, the range of sources would be beneficial. Especially graph samples. Students need to have a better understanding of how to present graphs, the data, summary and making sure the data in the graph is processed.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	<p>Crit 5 = All elements, Element 1, Element 2, Element 3, Element 4, Element 6</p> <p>Crit 6 = All elements, Element 1, Element 2, Element 3, Element 4, Element 5</p> <p>Crit 7 = All elements, Element 1, Element 2, Element 3, Element 4</p>
Sample 3 - What rating (or ratings) has the group assigned this	5. C+/B-. 6. B-. 7.B-.

sample?

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

The writing seemed to focus too much on comparing the conflict view with the functionalist's view instead of establishing the issue through a range of secondary sources. It was noted the candidate did use a reasonable range of secondary data to try and establish a research position to compare to. The method design and ethics sections were not defined by headings and were blended together in the writing. In this folio information had been referred to that was not in the body, but was in the appendix.

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

More information (secondary) that is informed by prior research or articles on the topic. A clearer well defined method design and ethics section. Not referring to data that is not in the body of the folio. More sophistication in the writing that reflects a better command of how the primary and secondary are used to provide an insight into the research findings on the research topic.

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

It needs to be made clearer what type of information is needed in the introduction. How this information needs to be related back to the topic in establishing the parameters that the research will be focussed on. Teachers would be best advised to provide exemplars of work at both ends of assessment and get the students to identify what are issues and what are strengths in these pieces to better develop their own understanding.

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, Element 1, Element 2, Element 3, Element 4, Element 6
 Crit 6 = All elements, Element 1, Element 2, Element 3, Element 4, Element 5
 Crit 7 = All elements, Element 1, Element 2, Element 3, Element 4

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

5. C. 6. C. 7. C.

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

The introduction in this sample lacked any secondary data and relied heavily on sociologists that generally did not have a direct research value on the topic. The coverage of sociological language was good, but lacked real depth of understanding how to establish the research issue.

has given?	<p>Method and design and ethics were covered, but were not separated into sections to define them. The ethical considerations were covered but were blended in with the research method.</p> <p>The graphs were well titled and it was clear what was being presented. However, not all data was processed. The candidate provided a separate Summary of results and included it in the word count.</p>
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	<p>This sample was passable, but lacked a good understanding of what they needed to do. Graphs need to have all data processed. The Introduction needs data that is relevant to the topic or issue. Data relevant and important to the research needs to go into the body of the folio, not in the appendix and then referred to it. Candidates need to refer to the data in their results when discussing their findings.</p>
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	<p>Candidates need to ensure that they have good working understanding of the information, the type of information that goes in each section. Teachers need to ensure that the students know what information is important in the graphs. Students need to be shown how to select data that is most important to informing their research on the issue they have chosen. This is to avoid having to refer to data in the appendix.</p>

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.	<p>Cr 1 E2, 4, 5</p> <p>Cr 7 E1 and 2</p>
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:

March moderation usually looks at previous samples from the exam.

September moderation should be used for folios as the group found this very beneficial in understanding why there are such diverse assessment results.