

# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

Mixed - Student Directed Inquiry Level 3

Moderation Leader Name

Natalie Robinson

Moderation Leader Email

natalie.robinson@education.tas.gov.au

Minute Keeper

Natalie Robinson

Minute Keeper Email

natalie.robinson@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.

Natalie Robinson - Claremont College  
Hayley Pickett - The Friends School  
Jill Abell - Guilford Young College  
Belinda Brannam - Rosny College

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who

Elizabeth McDermott - Sorell School

did not attend the meeting.

## Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 8 all elements

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

This sample was chosen early in the year by the Northern Leader, the Southern Leader and the Curriculum Teacher Leader at that time.

It was chosen to provide a sample that met the standards well so that teachers had a guide in assessing their own students (compared with the lower standard addressed in the March sample)

It was felt at the time of selection that it was the best of the three provided for perusal as it showed a depth of research and reflection that was well articulated. It was the most transdisciplinary of the three originally presented and it would provide a good exemplar for teachers.

## Moderation Details for Calibration - Sample 1

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

Criterion 8 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6

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

A

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

The student met most of the elements at the A-level standard. Teachers felt that it dipped lower at elements 3 and 6 because it was difficult to determine the full breadth of communication tools used without video evidence. Critical analysis was lacking. Overall, it was felt that this student demonstrated an A for the criterion.

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

Video evidence of the presentation would have been beneficial for determining the range of communication tools, how multimodal they were and whether the student was able to communicate precisely and effectively.

It was felt that a critical analysis was lacking - there was some analysis but it was not, as felt by the group, to be a critical analysis of the student's own work and reflections.

Sample 1 - Summary of group consensus at element level with comments

E1 - A  
E2 - A  
E3 - B+ range  
E4 - A  
E5 - Low A  
E6 - B+ range

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

Teach students how to critically analyse their own work.  
Help students develop a more objective view.

## 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.

Criterion 1

Please enter the name and email

Curriculum Leader – Mixed Field, currently Janine Bowes

address of the person providing the samples:

Email

Janine.bowes@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.

Concerns were raised of students using open survey software such as Facebook. It was recommended that students should have accessed to Survey Monkey from a controlled school site licence and not free software that does not guarantee privacy security of participants.

A long discussion about the nature of a transdisciplinary approach and how difficult it was for new teachers to determine whether that was being met (this will be helped out by using Criterion 1 for moderation focus in 2019).

Discussion about referencing and the importance of students and schools having knowledgeable library staff to support students in their SDI journey.

Evidence log noted as difficult to determine what students should submit to TASC e.g. their communication log as it forms part of assessment but cannot be in the presentation itself. Discussed that in the absence of other information, giving students to put other information into their digital submission was important in creating fair assessment for the subject.

## Course Support

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

Teachers would like to examine Criterion 1 in detail in 2019 so that their understanding of what constitutes a transdisciplinary study is clear.

Teachers would appreciate information being relayed to senior staff in schools to ensure that the old course and the new course are not being confused. Students need to be informed that Student Directed Inquiry in the current course is very demanding and not project development like the old course.

Teachers would appreciate help liaising with TASC to get the standards (ticks) for ICT and Literacy based on the demands clearly stated in the course document and the standards of assessment.

Teachers would appreciate the review of examiners report from the previous year being included in the March moderation meeting agenda.