

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

Statewide

Which meeting is this report for?

Library Networking

## Library Report Area

Meeting started at 11.40.

Our voiced concern, in September's 2019 meeting, about teachers needing more support with academic integrity, especially in extension schools, prompted the Curriculum Leader to suggest that we refocus our meetings to provide leadership in this. From this year on we will undertake to moderate work samples as other teachers do but with a focus on criteria relating to academic integrity and across subject areas. Our meetings could be used to model expectations and build capacity.

This meeting is a chance for us to become familiar with this process; as an introductory or training session.

We are moderating today, sample documents from Housing and Design and Agricultural Systems. In September, we will look at English Literature and Psychology.

Stacey distributed the moderation sample documents.

### HOUSING AND DESIGN HDS315118

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

Criterion 6 = Element 5, Element 6

### MODERATION DETAILS FOR CALIBRATION -Sample 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

In-text referencing for images is provided.

Images only listed in Reference List. No text references.

No date provided as to when website resources were accessed.

Background about Bruny not referenced.

Reference List was by image order.

### MODERATION DETAILS FOR CALIBRATION -Sample 2

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

Does not reach the standard required for a C rating - 't'

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

Not everything referenced. References not just a URL.

Referencing of websites is consistent

Google named as the author of websites but it's just the search engine

No in-text referencing

Reference List is not in alphabetic order

### MODERATION DETAILS FOR CALIBRATION -Sample 3

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

Does not reach the standard required for a C rating - 't'

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

Very inconsistent Reference List

No logical order. Online referencing generators used but not Harvard Australian version from (SLASA).

Images only listed.

No in text referencing provided for the images

Has used URL's as author at times

### AGRICULTURAL SYSTEMS AGR315117

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

Criterion 9 = Element 8, Element 9

### MODERATION DETAILS FOR CALIBRATION -Sample 4

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

Does not reach the standard required for a C rating - 't'

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

Attempts to label images

No personal communication notation for interviews used

Reference List in no clear order

### MODERATION DETAILS FOR CALIBRATION - Sample 5

Sample 5 - What rating (or ratings) has the group assigned this sample?

Does not reach the standard required for a C rating - 't'

Sample 5 - What evidence supports the rating (or ratings) the group has given

In text citing is not used

Lack of setting out in reference list. Don't match the items in the document? No rational order?

Some attempt but it seems that they don't know how to follow the conventions.

### General Comments and Questions:

All samples have made an attempt at a reference list.

Strong discussion about the poor quality of the samples. Divided opinion about whether any worthy of a C rating. For future moderation, we need a better range. There are no A samples in this group.

Would be good to know what information teachers have provided to students about referencing. Are Housing and Design students taught to present a document to an industry standard, rather than following a TASC directed style?

If these are from 3 different schools they are all making the same mistakes.

All samples are so similar. Not one of them tried to do what was on the course guidelines which states Harvard style of referencing. None were. Very confusing as to what style was intended. How can we compare something that is not Harvard.

American vs Australian version of Harvard?

What guidance / examples are given to students for the Housing and Design folio?

Inconsistency very evident.

### PLANNING for SEPTEMBER MODERATION 2020 Statewide Samples

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

Subjects:

English Literature Criterion 7 = Element 4, Element 5, Element 6

Psychology Criterion 8 = Element 3, Element 4, Element 5

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

Stacey Pryer and David Morris will contact Curriculum Services (Janine Bowes) to co-ordinate sample selection

### COURSE SUPPORT

Samples for this moderation process were very similar to each other with no strong examples. We will be looking for a greater range of samples for the September meeting.

The time allocation for this meeting was extremely short.

## SHARING RESOURCES

Progress on amendments to the TASC Academic Guidelines :

In March 2019 our group submitted to TASC a draft of proposed changes to the Academic Integrity Guidelines document.

A recent response from TASC shows that they have accepted most of the propose changes and are drafting a new document which is now 4 pages long (previously 17 pages), has a more general focus, with the inaccurate examples removed and a tone that is less formal in an attempt to be more accessible to students.

Meeting closed at 1.01pm. Skype was not available.

### Moderation Details for Calibration - Sample 1

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

Criterion 6 = Element 5, Element 6

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?

Intext referencing for images is provided.  
 Images only listed in Reference List. No text references.  
 No date provided as to when website resources were accessed.  
 Background about Bruny not referenced.  
 Reference List was by image order.

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

All the elements required of the Harvard referencing style  
 A consistent and accurate approach to referencing

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

The group was divided as sample showed some attempt to reference correctly but it was not completed fully.

Sample 1 - What actions would you recommend for teachers to help the

Thorough instruction on academic integrity  
 Thorough instruction on the Harvard referencing style

student attain a higher rating (or ratings)?

Moderation Details for Calibration - Sample 2

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

Criterion 6 = Element 5, Element 6

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

t

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

Not everything referenced. References are not just a URL.  
 Referencing of websites is consistent but not accurate  
 Google sometimes named as the author of websites but it's just the search engine  
 No in-text referencing of background information about Geeveston  
 Reference List is not in alphabetic order but is at least is in numerical order

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

All referencing elements evident in a correct manner  
 For example images would need to be labelled correctly  
 Identify the correct author of each source of information

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

There was thought that there was some effort and consistency but overall not sufficient accuracy.

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

Instruction on referencing other people's work  
 Explain to students that all images must be labelled with a title as well as a number  
 Explain how to identify who the actual author of a work is.  
 Students need to know how to set out a reference list

## Moderation Details for Calibration - Sample 3

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

Criterion 6 = Element 5, Element 6

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

t

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

Very inconsistent Reference List

No logical order. Online referencing generators used but not Harvard Australian version from (SLASA).

Images only listed.

No in-text referencing provided for the images

Has used URLs as author at times

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

Correct labelling of images

Citation information for background information of Cremorne

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

All agreed that clearly effort was made but referencing is incomplete.

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

Instruction on referencing other people's work and how to apply Harvard reference rules

## Moderation Details for Calibration - Sample 4

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

Criterion 9 = Element 8, Element 9

critterion

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

t

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

Attempts to label images  
 No personal communication notation for interviews used  
 Considerable amount of information that has no referencing at all.  
 Reference List in no clear order

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

Evidence of where the information was sourced from. There is no in-text referencing for the written component

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

Some effort to reference but not nearly sufficient. No in-text referencing for the considerable written component.

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

Take student through an academic integrity and Harvard referencing session.

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 9 = Element 8, Element 9

Sample 5 - What rating (or ratings) has the group assigned this sample?

t

Sample 5 - What evidence supports the rating (or ratings) the

In-text citing is not used  
 Lack of setting out in reference list. Does not match the items in the document?

group has given?

No logical order?

Some attempt but it seems that the student does not know how to follow the conventions.

No date sites were accessed

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Harvard referencing style would need to be applied consistently and accurately

All information that is not common knowledge would need to be referenced.

Sample 5 - Summary of group consensus with comments to element level if applicable.

All agreed that the required evidence of correct referencing was not met.

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Take student through a Harvard referencing session

Explain that any information that you source from someone/somewhere else must be referenced

### Planning for September Moderation 2020 - Statewide Samples

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

English Literature Criterion 7= Element 4, Element 5, Element 6 Psychology  
Criterion 8 = Element 3, Element 4, Element 5

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

Stacey Pryer and David Morris will contact the Curriculum Leader (Janine Bowes) to co-ordinate sample selection

### Sharing Resources

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

Progress on amendments to the TASC Academic Guidelines :

In March 2019 our group submitted to TASC a draft of proposed changes to the Academic Integrity Guidelines document.

A recent response from TASC shows that they have accepted most of the proposed changes and are drafting a new document which is now 4 pages long (previously 17 pages), has a more general focus, with the inaccurate examples removed and a tone that is less formal in an attempt to be more accessible to



students.

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

Samples for this moderation process were very similar to each other with no strong examples. We will be looking for a greater range of samples for the September meeting.