2019 September Moderation - Report

Meeting Details

Meeting took place in:	Statewide
AM or PM session?	AM
Which meeting is this report for?	Mixed - Student Directed Inquiry 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 3 = 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?	B-
Sample 1 - What evidence supports the rating (or ratings) the group has given?	There was discrepancy amongst colleagues about the sample final rating with this ranging from C through to a B, with a range of C+ and B- rating also put forward. Discussion focused on the evidence identified, including the scope of methodology employed, as well as the limitations with this regarding a lack of deeper exploration, lack of analysis of methodologies etc.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Increased application of more substantial methodologies, execution of planned solutions associated with identified problems or challenges and creative / innovative responses to unforeseen problems and challenges when undertaking research, discriminately selecting and effectively using a wide range of digital technologies to research, write and present work and communicate succinctly with others (there was a distinct lack of this in the folio, despite supportive technologies, interactive mapping applications, comprehensive photography and filming of the region studies being widely available). Further critical analysis of the usefulness and effectiveness of sources and resources.
Sample 1 - Summary of group consensus with comments to	The consensus the group came to was a B- which didn't necessarily sit comfortably with all colleagues as there was still a sense from some colleagues the folio was a B for C3 and from others a C+. The consensus of a B- was achieved by averaging the

Page | 1

element level if applicable.	ratings given.
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Prior to conducting the research, investigating the resources already available for the region i.e. studies and accessing these, from which cross referencing and further evaluation and analysis of own research could have been achieved. More consideration given to the written documentation which may have limited achievement due to its short comings.

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, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6
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?	- identifies appropriate methodologies and provide limited justification for choice - identifies potential problems associated with chosen methodology/ies and describes planned solutions when undertaking research - selects appropriate research processes for the inquiry - accesses and organises information effectively - effectively uses a range of digital technology* to research, write and present work and communicate with others - assesses the usefulness of sources and resources.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Further selection of identified methodologies. Description of planned solutions associated with identified problems or challenges requiring solutions when undertaking research. Analysis of options for research processes and selection of processes that are appropriate for the research question. Further analysis of information.

	Analyses of the usefulness and effectiveness of sources and resources and appreciation of the limitations of those chosen.
Sample 2 - Summary of group consensus with comments to element level if applicable.	C
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	It was felt that this candidate limited their research to a small demographic with a narrow experience of the topic (albeit a lived experience). There was little comparative analysis of other demographic groups that could have further informed and deepened the research. It was also felt that the inquiry question itself was limiting. Exploration of intergenerational poverty, cycle of poverty, trend of single parent origins of the subjects studied, lack of in-depth case studies which could have significantly enhanced the research.

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	To be decided pending possible changes to externally assessed criteria which have been flagged.

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	TASC External Assessment Specifications https://cma.education.tas.gov.au/api/Document/1256/SDI315117%20-%20External%20Assessment%20Specifications.pdf

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this	A query about referencing: in the past the consensus has been students can use any conventional referencing style as long as this is consistently applied with good efficacy, however a concern raised over Examiner's comments that referencing should be Harvard. Unclear why this has changed when, in the past, students have successfully used a range of referencing styles. NOTE – October 2019: this point has been clarified with the author of the Assessment Panel Report 2018, and the intention was to use Harvard as the default example as it is the most common referencing system. The main point is about using a consistent style for referencing of in-text citation, and labelling of tables and figures

course:	for images, tables, graphs, charts etc.