

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:	North
Which meeting is this report for?	Science - Biology 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 6 = Overall
Sample 1 - What rating (or ratings) has the group assigned this sample?	C/C-
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Questions broken into three main parts - so a C overall. Photo in Q12 not easy to interpret. The wording in the exam ambiguous. Show an understanding of the basics but no real depth. Get the concepts, but not answered in too much detail. Not enough detail to get a better mark. Unable to meet the data element (element 3).
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Using data appropriately. Structure and function - talk about both not just one.
Sample 1 - Summary of group consensus with comments to element level if applicable.	See above.
Sample 1 - What actions would you recommend for teachers to help the	Read the questions properly. Pay attention to keywords. Practice of calculations/past exams.

student attain a higher rating (or ratings)?

Study more.

### Moderation Details for Calibration - Sample 2

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

Criterion 6 = Overall

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 able to demonstrate the elements fully to get a C award.

Data not linked to concepts at all well - data not even understood. Unable to identify some of the concepts and processes.

Questions more sophisticated than what the students are used to. Higher-level thinking required - student unable to access this level of thinking in an exam situation.

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

Practicing data analysis and looking at the questions and being able to draw out the relevant information in order to answer the questions appropriately.

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

As above.

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

Giving students more access to the higher-level thinking type questions.

Highlight the important/relevant info in the exam.

### Planning for September Moderation 2020 - Statewide Samples

For all courses please nominate the criteria

Cr 5. Questions around respiration with regards to context.

and elements (if desired) for moderation.

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

Bec Clifford? Amanda McTernan

### Sharing Resources

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

BIOTA Campbell Town meeting to discuss the writing of new syllabus for Biology. What needs to be covered - time to do more practicals. May 4th? More details to come.

Information sheet - quick draft tabled. Get rid of a lot of the information to be able to ask more C standard questions in the exam. Leave 2018 info sheet for use as a teaching tool - thinned down version for the exam? Removes 'data dump'.

- anything needs to be included that isn't on the info sheet? Definitions about various functions of the lymphatic system? Complement protein is in course content but needs to be on info. sheet? Keep the transpiration system?

### Course Support

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

Liked having only two samples.

Sample solutions would be preferred for the future.

More markers needed for the end of year exams for the north. Good moderation opportunity. Earlier start indicated for this year.