

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

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-/t+

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

Sometimes correctly identifies fundamental concepts and processes. Unable to apply fundamental concepts and processes to describe cells. Unable to use data to demonstrate links to fundamental concepts and draw conclusions.

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

Be able to correctly explain concepts and processes, applies concepts and processes to explain cells. Analyse and interpret complex problems, and make reasoned, plausible predictions in familiar contexts. Selects appropriate data as evidence, analyses and interprets evidence with reference to concepts, and draws valid conclusions based on data.

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

More emphasis needs to be given to working out size under a microscope - understanding micrometres, conversion of mm to micrometres.

Make sure students understand the difference between describe and explain.

How structure relates to function of cells plus incorporate viruses and bacteria into differentiated 'cells'.

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 evidence supports the rating (or ratings) the group has given?

Sometimes correctly identifies fundamental concepts and processes. Unable to apply fundamental concepts and processes to describe cells. Unable to use data to demonstrate links to fundamental concepts and draw conclusions.

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

Be able to correctly explain concepts and processes, applies concepts and processes to explain cells. Analyse and interpret complex problems, and make reasoned, plausible predictions in familiar contexts. Selects appropriate data as evidence, analyses and interprets evidence with reference to concepts, and draws valid conclusions based on data.

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

More emphasis needs to be given to working out size under a microscope - understanding micrometres, conversion of mm to micrometres.

Make sure students understand the difference between describe and explain.

How structure relates to function of cells plus incorporate viruses and bacteria into differentiated 'cells' .

Planning for September Moderation 2020 - Statewide Samples

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

C5

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

Rebecca Clifford and Amanda McTearnan

Sharing Resources

Please record any links to or details of resources that were shared, or describe any

Photosynthesis lights - Brett Smith shared link to purchase lights that stimulate photosynthesis.

assessment strategies that were discussed.

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:

General feeling that yr 9 and 10 life science pathway prepared students well for Yr 11 and 12 Biology. Decided we needed less overlap between Level 2 Life Science and Level 3 Biology. ie we need to introduce new topics into Biology Level 3.