

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

Science - Environmental Science 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 8 = Overall

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

C or C-

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

Very simplistic answers. Poorly constructed answers poorly linked to questions.

Poor understanding of concepts and detail to evidence this.

Q21 - need more specifics/detail ie. what is the treaty and the intention of the treaty and what it means on the ground

Q22 - Info sheet has information therefore need to contextualize well to gain full marks. understanding not well delineated for each area of the CAR system, wrong info in wrong category.

Q23 - not clear SLO is understood but ideas about why it may not be acceptable are articulated

Q24 - no depth of understanding evident

Q25 - not sufficient application to question of information that can be sourced from the information sheet

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

More detail, less reliance solely on the information sheet and application to the question in answers.

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

Haven't explained strategies in enough depth, Explanations and applications of strategies and concepts are superficial.

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

Attention to answering technique and including detail and application to questions.

Moderation Details for Calibration - Sample 2

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

Criterion 8 = Overall

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

C or C-

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

Q21 better answer needed here including real life examples

Q22 student does not understand CAR

Q23 wording leaves reader open to various interpretations which may or may not be correct

Q25 Used Info sheet sequence but did not apply to question effectively or sufficiently

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

Relied too much on information sheet and did not apply to the context of the question.

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

Haven't explained strategies in enough depth, Explanations and applications of strategies and concepts are superficial.

Sample 2 - What actions would you

Give more specific detail about what is required for answers

recommend for teachers to help the student attain a higher rating (or ratings)?

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 March moderation.

Kelly Hicks St Brendans

Sharing Resources

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

Darcy Vickers Forestry field days

Course Support

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

Nil