

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

South

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 2 = Overall

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?

- Some basic level of understanding shown
- Poor sentence structure used to explain relevant points
- Appeared to just regurgitate information memorized without linking it directly to the question.
- Qn 25 gave enough evidence that they understood basic comprehension

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

- ensure the answer addresses the question rather than just a general information 'dump'
- don't just rewrite the question
- use dot points to simplify things

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

- All agreed on initial rating of C standard

Sample 1 - What actions would you

- Have a bank of examples/answers for students to use during exam questions

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

(specifically Australian)

- Spend time going through exemplar answers of past exams with the class
- teach students how to simplify answers (using dot points, abbreviations)

### Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall

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

C-/T+

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

- number of answers (Qn 22) did not address the question at all and gained 0 marks
- response to question 25 clearly identified understanding of concepts taught during the year. Linked the question with the

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

- ensure the answer addresses the question rather than just a general information 'dump'
- don't just rewrite the question
- use dot points to simplify things

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

- the group discussed whether the sample should be given a T+ or a C-. Discussed that if it was an exam the pass percentage would make this a C rating however if it was a class preparation test it would be given a T due to harder requirements

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

- Have a bank of examples/answers for students to use during exam questions (specifically Australian)
- Spend time going through exemplar answers of past exams with the class
- teach students how to simplify answers (using dot points, abbreviations)

### Planning for September Moderation 2020 - Statewide Samples

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

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moderation.

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

Northern teaching staff

### Sharing Resources

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

Discussed excursion examples and working with risk management strategies.

Rowan shared his e-learning canvas page

### 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:

- If the course were to become a 2 year course the advantage of becoming a level 3/4 would mean that higher level topics would be covered such as enviro chemistry/geology. The course could also emphasize a pathway into tertiary level degrees and career pathways.