

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

Science - Life Sciences Level 2

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall

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

A to A+

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

Not all elements tested or fully tested

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

Better constructed assessment tool. More explicit questioning.

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

Sample is not representative of the full suite of elements and also does not give explicit opportunity to show understanding at a higher level.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher

Rewrite questions to give more opportunity to display higher order understanding.

rating (or ratings)?

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall

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

C to C-

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

C5 Rubric -

ID cell organelles - have ID some organelles means they are at low end of C-

ID differences - Q 1b, 2 and Q6. give opportunities to demonstrate understanding so candidate has ID basic cell differences but not explained reasons (questions do not necessarily give extensive opportunity to explain- C rating

Explanations/predictions - Q 3 and Q7 would evidence this part of rubric but student showed limited evidence of achievement against this.

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

More full explanations in addressing the question.

Model answers would help understand how to pitch the answers for students

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

The student had basic level of understanding at followed the 'letter of the law' with regards to answering but either have not been taught or understood the skill of securing full marks with the explanation/ or full descriptions.

The questions give opportunity to demonstrate understanding against 3/4 parts of the assessment rubric but the student has achieved a C- to t plus overall.

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

The questions give opportunity to demonstrate understanding against 3/4 parts of the assessment rubric but the student has achieved a C- to t plus overall.

Weighting for Q1 seems high when all information provided. Half mark per organelle would be better proportionally. This is a level 2 not a level 3 subject and discussion around calibration of expectations occurred.

Planning for September Moderation 2020 - Statewide Samples

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

C8

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

Craig Gilmour - Don College

Sharing Resources

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

C8 ideas shared.
New teachers Dropbox invites to go out

Course Support

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

all good