

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

Science - Physical Sciences Foundation 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 6 = 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?

Task is fairly basic in nature and there is not a lot of scope for students to show understanding and extension. Student I has answered most questions simply and there is not enough depth in their answer to suggest a B rating. This student did not even attempt to answer the calculation question where the understanding could be applied. A lot of the answers feel like regurgitation rather than understanding.

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

The student would need to be able to answer more involved questions where they can show some problem solving/deeper thinking. They are able parrot information back but have show no real depth to their understanding.

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

C+. The group felt that students has answered most of the questions well but has confused some terminology/understanding. We would like to know more about the task (test, assignment etc) so narrow down the mark further.

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

The student needs to be able to apply their understanding to a harder problem solving situations. This would show if the student understands the theory or is simply parroting the information back

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 6 = Overall

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

B

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

Much more detail to answers than section 1.

Student showed a depth of understanding in some questions.

There were some concerns with answers which might have been pulled from 'google', for example the question about resistance had an answer that talked about the English definition rather than the scientific.

This made the group question whether the child was an A standard and thought there was not enough evidence to suggest an A.

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

Deeper thinking, problem solving answers. The task did not really allow much scope for higher order thinking and we would like to have seen the student have questions that involved drawing circuits of a particular situation and answer questions from that.

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

This is a good student. They have some ability but did not show enough in this task to suggest that it is worth an A. A very solid B.

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

This task needs some higher thinking questions so that the students can show their understanding. We would like to know the background for the task as it felt that some answers were 'googled'.

Planning for September Moderation 2020 - Statewide Samples

For all courses please nominate the criteria

Criteria 4

and elements (if desired) for moderation.

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

Ben Payne

Sharing Resources

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

Course content more broadly was discussed to gain an idea of how each college embraces the course.

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:

Two samples is excellent for moderation. It provides a good opportunity to discuss the samples without being over bearing.