

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

South

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?

The assumption is that this is class work, and the answers are those that are identical to those found when Googling. The moderation group's definition of C, B and A standards are recognising, describing and explaining physics concepts, as per element 1 of the Standards.

It is clear that the student has recognised each concept clearly, but it is not clear that they are capable of describing each concept from their own understanding.

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

If this were a test based on student's knowledge, or through access to their own notes, then it would be a B, but we have no context for the assessment task.

For there to be proof of description and explanation, all questions would need to be attempted, and the evidence for independent calculations presented (Q 10 for eg)

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

The nature of the task, and assessment conditions, needs to be fully understood. Is it a test?

The questions need to be more fully differentiated to allow students to present their ability to describe and explain, rather than simply recognising.

## 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?

C+

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

The assumption is that this is class work, and the answers are those that are identical to those found when Googling. The moderation group's definition of C, B and A standards are recognising, describing and explaining physics concepts, as per element 1 of the Standards.

It is clear that the student has recognised each concept clearly, but it is not clear that they are capable of describing each concept from their own understanding.

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

We suggested that this student could be at a B standard, as they had completed all questions, and had used diagrams to assist with answers to questions 6 and 7, which suggests valid description, but included a definition of parallel that is not relevant to the electricity unit being undertaken (Q 1).

Again, we do not know the context of the assessment task, and whether it was undertaken in test conditions, and if this were the case, then the level of explanation would suggest an A- grade.

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

The nature of the task, and assessment conditions, needs to be fully understood. Is it a test?

The questions need to be more fully differentiated to allow students to present their ability to describe and explain, rather than simply recognising.

## Planning for September Moderation 2020 - Statewide Samples

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

4

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

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moderation.

### Sharing Resources

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

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### 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:

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