

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

South

Which meeting is this report for?

Science - Physical Sciences 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?

B This is actually for Sample 1

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

The data was well presented, tabulated and graphed. The student made an attempt to justify the linear relationship but did not tackle the significance of intercepts or gradient.

A graphical analysis was asked for, a task more appropriate to Physics 4. This was beyond what we expect for a Phys Sci student. There was no measurement of the spring constant. It was impossible for them to interpret the graph without  $k$ . They did not model proportionality.

The students needed to take the fact that the data showed a linear relationship  $y = mx + c$ . It was important not to force the graph through 0. Reasons why the graph did not go through 0 needed to be discussed.

The  $\frac{1}{2} kx^2$  was given to guide the students into a linear relationship. The students did not realise that  $x$  was the extension of the spring.

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

Acknowledgement that the graph did not pass through the origin and possible reasons.

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

Provide a clear table of data with correct units for all variables. Interpret any trends you observe and link this to the theory you have studied in class.

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+

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

The student was able to identify a linear relationship but did not address the meaning of the intercept or gradient. There was a misunderstanding on the meaning of the variable  $x$  used to measure the point of release and the extension of the spring.

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

Discuss the significance of the  $x$ -intercept being the displacement that involves no stretching of the spring.

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

Provide a clear table of data with correct units for all variables. Interpret any trends you observe and link this to the theory you have studied in class.

Planning for September Moderation 2020 - Statewide Samples

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

C7

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

Peter Wright

moderation.

### Sharing Resources

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

No discussion

### 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:

No discussion