

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Biology 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, Element 1, Element 4, Element 5

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

B-

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

Element 1: ability to write an hypothesis was reasonably strong. B rating element 1 can express an hypothesis that is testable but has some errors eg two IV's

Element 4&5: Is able to evaluate an experimental design successfully - just lacked critical evaluation and evidence based critique.

Question 3: human experimentation is not in the current syllabus document. There is no element that addresses human experimentation and drug development so only marks could be used to determine a score.

Student was unable to discuss ethical factors and just attempted to name them.

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

Element 1: need to be able to write an hypothesis that can be supported or refuted by an experiment for an A rating. Need to only include 1 IV.

Element 4&5: Include critical evaluation and evidence based critique in response ie add more detail that explains design thoroughly.

Question 3: human experimentation is not in the current syllabus document. There is no element that addresses human experimentation and drug development so only marks could be used to determine a score.

Ability to discuss ethical factors would gain students more marks.

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

Felt overall student was a B- as considering the elements in the standard they completed two question 1&3 to a C-standard and Qu 2 to an A standard. As a result the whole piece of work was rated a B-.

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

Provide a better understanding of what an IV is within an hypothesis.

Assist student with the ability to discuss ethical consideration rather than just name. For an A rating students would be expected to discuss by naming then providing detail about of the issue needs to be taken into account

For example: use of placebos is not an ethical consideration as a stand alone statement. It is the fact that the placebo group may not be getting a possible treatment for their illness which is the ethical dilemma.

### 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, Element 1, Element 4, Element 5

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?

Element 1: ability to write an hypothesis was reasonably strong . B rating element 1 can express an hypothesis but has some errors eg should compare with people who would not wear bangles and also make sure hypothesis is testable.

Element 4&5: Is able to evaluate an experimental design successfully - just lacked critical evaluation and evidence based critique.

Question 3: human experimentation is not in the current syllabus document. There is no element that addresses human experimentation and drug development so only marks could be used to determine a score.

Student was able to discuss ethical factors to a certain degree but also included experimental design factors which were not relevant.

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

Element 1: need to be able to write an hypothesis that can be supported or refuted by an experiment for an A rating. Must be testable to be create a viable experiment.

Element 4&5: Include critical evaluation and evidence based critique in response ie add more detail that explains design thoroughly.

Question 3: human experimentation is not in the current syllabus document. There is no element that addresses human experimentation and drug development so only marks could be used to determine a score.

Ability to discuss ethical factors would gain students more marks. Not include experimental design factors in answer.

Sample 2 - Summary of group consensus with comments to element

Felt overall student was a B- as considering the elements in the standard they completed question 1 to a B rating, 3 to a C-standard and Qu 2 to an B standard. As a result the whole piece of work was rated a B-.

level if applicable.

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

Provide a better understanding of what an IV is within an hypothesis.

Assist student with the ability to discuss ethical consideration rather than just name. For an A rating student would be expected to discuss by naming then providing detail about of the issue needs to be taken into account. Only 2 examples were given so try to encourage students to really explore what ethics within human drug trials is all about.

### Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall, Element 1, Element 4, Element 5

Sample 3 - What rating (or ratings) has the group assigned this sample?

B

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Element 1: ability to write an hypothesis was reasonably strong. B rating element 1 can express an hypothesis but has some errors eg make sure hypothesis is testable and include biological material in hypothesis eg starch digesting enzyme.

Element 4&5: Is able to evaluate an experimental design successfully - just lacked critical evaluation and evidence based critique.

Question 3: human experimentation is not in the current syllabus document. There is no element that addresses human experimentation and drug development so only marks could be used to determine a score.

Student was able to discuss ethical factors to a certain degree but also included experimental design factors which were not relevant.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Element 1: need to be able to write an hypothesis that can be supported or refuted by an experiment for an A rating. Must be testable to be create a viable experiment.

Element 4&5: Include critical evaluation and evidence based critique in response ie add more detail that explains design thoroughly.

Question 3: human experimentation is not in the current syllabus document. There is no element that addresses human experimentation and drug development so only marks could be used to determine a score.

Ability to discuss ethical factors would gain students more marks. Not include experimental design factors in answer.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Felt overall student was a B as considering the elements in the standards they completed question 1 to an A standard, 3 to a C standard and Qu 2 to an B standard. As a result the whole piece of work was rated a B.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Provide a better understanding of what an IV is within an hypothesis.

Assist student with the ability to discuss ethical consideration rather than just name. For an A rating student would be expected to discuss by naming then providing detail about of the issue needs to be taken into account

For example: use of placebos is not an ethical consideration as a stand alone statement. It is the fact that the placebo group may not be getting a possible treatment for their illness which is the ethical dilemma.

### Planning for March Moderation 2022 - 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 moderation

Rebecca Clifford

### Sharing Resources

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

Discussion about the development of a paper which helps explain what an independent variable and dependent variable is and how a hypothesis is constructed. A paper will be constructed and placed on Teams for all Bio teachers to use as a standard document.

### Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Consideration of Human Experimentation. Should it be included in external assessment?