

2021 March Moderation - Report



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 4 = Overall, Element 3, Element 4

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

A

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

Analyses rather than just discuss, relevant illustration with examples, covered all aspects ethical, political, social.

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

N/A

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

Well written and researched, not all groups saw the tensions as being covered, but this was highlighted in depth by one group.

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

Highlight where the tensions have been addressed, so that the critical evaluation has been highlighted as addressed. Intertwine the tensions not separate entities. It was suggested there were too many quotes, however in a research/ referenced paper, greater research will give a number of quotes, especially as students don't wish to plagiarise.

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall, Element 3, Element 4

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?

Descriptions rather than discussion and analysis.

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

Discussion and analysis.

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

General, needs unpacking, comments from t to B-. Lack of depth of explanation.

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

Read the rubric carefully to ensure discussion and critical analysis.

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall, Element 3, Element 4

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?

Covered the depth but not breadth, not quite a wide range of topics, but great depth in the areas covered.

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

Greater links to discussing and analysing all aspects of the issue raised.

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

Student needs to expand upon the points made and link to the tensions listed in the rubric.

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 2

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

Pete Wright - CL

Sharing Resources

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

Great discussion re C4 resources – thank you all. Action - resources to be placed on Dropbox. Ideas included - debates, Onco-mouse - patent on living animal? Designing an animal to be less functional - ethical? Transplant tourism, Xenotransplant, HeLa cells - who owns cells/ tissues after they have been collected? Forum - research articles, students comment against rubric, Mid-year exam - test knowledge under exam conditions. TED Talks - 5 minutes student on topic. Letter to editor - persuasive both for and against. Stem Cell technology - ethics of sources.

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:

9 -12 Project - March 22, Phase 3 roll out of draft syllabus, please read and provide detailed feedback.