

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Life Sciences 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 7 = Element 1, Element 2, Element 4

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

t or t+

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

Cannot use terms correctly eg radially symmetry eg plants vs fungi confusion.
Cannot put kingdom, phylum, class, family, genus, species.
Lots of gaps
Couldn't complete the key, classification question.

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

Responses to every question
Ability to do a C level question.
Correctly use basic terms and definitions.
Use of correct kingdoms.
Complete classification hierarchy.

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

Doesn't address C standard of element 1 and 2.

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

Student was not able to identify radial. Perhaps teacher could provide pictures.
Study up on the hierarchy.
Review key terms and complete definition diagrams as they study.
Have a conversation about attempting all of the questions and get some words down

on paper.

Have a conversation with the student about what was happening while they completed the test. Perhaps offer a resit.

Provide strategies for students to manage stress when completing tests (Have lesson on the strategies to achieve tests).

Moderation Details for Calibration - Sample 2

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

Criterion 7 = Element 1, Element 2, Element 4

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?

Some of the higher order of thinking question were not able to be responded to.

The student did not show the required level of explanation.

Perhaps not enough 'A' type questions.

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

We want the student to explain in more detail (eg 14 ii).

We want them to draw out the relationships between concepts.

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

The questions need to enable the students to meet the standards. Write the questions for each element across the standards.

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

Use a rubric to create revision sheets for students to be able to see the variety in the cognitive demand to help them prepare for the type of question.

Concept and mind maps - explain the relationships.

Moderation Details for Calibration - Sample 3

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

Criterion 7 = Element 1, Element 2, 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?

Student was able to use the terminology.

They could use a key.

The student could describe but was not able to explain in detail.

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

The student needs to explain in more detail and being accurate with their responses.

They need to be accurate with the terminology.

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

Able to use the terms to describe but not able to explain.

They were able to use information to describe.

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

Similar to Sample 1 and 2.

Identify the questions more clearly. Using the cognitive verbs and rubrics to show an 'A', 'B' and 'C' students.

Quality not quantity on what they write. Be concise and succinct.

Students need to practice interpreting questions so they are responding relevantly.

Teach the cognitive verbs to the students on how to address the questions.

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 3 - elements 1, 2 and 3

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

Kylie Waters

Sharing Resources

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

Rubrics for education on the standards for differentiated assessment tasks.

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:

We are looking forward to Biology 2 Course and feedback and consultation occurring.