

2019 March Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Science - Biology Level 3
Moderation Leader Name	Amanda McTernan
Moderation Leader Email	amcternan@mrc.tas.edu.au
Minute Keeper	Julia Boersma
Minute Keeper Email	j.boersma@leighland.tas.edu.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.

Nigel Baptist Don College
Jodie Blackburn Launceston College
Kylie Bobongie North-West Christian School
Julia Boersma Leighland Christian School
Mark Evans St Patrick's College
Marion Ferguson Hellyer College
David Gruber St Patrick's College
Tori Haeusler Launceston Church Grammar School
Kelly Hicks St Brendan-Shaw College
Brent Jose Launceston Christian School
Andrea Kelly Marist Regional College
Amanda McTernan Marist Regional College
Niesha Moorad Ulverstone High School
Alexandra Noyman Launceston Church Grammar School
Angela Vaughan Scotch Oakburn College
Jamie Wall Newstead College
Madiyantika Varma Launceston College

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who

did not attend the meeting.

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 8 = Overall

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

B/ B+ but larger range across the state

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

Didn't use data from tables to support answers. Answers lacked some detail although knowledge was there. Not so strong on Plants

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

More reference to actual data move from describe to explain, from generalizations to specifics

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

B/B+

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

Refer to data scaffolding activities to build to rigor required for 4 mark question

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being

Criterion 8 = Overall

moderated and IF SELECTED the elements within that criterion

Sample 2 - What rating (or ratings) has the group assigned this sample?

C-B

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

weak on plants weak on detail either knew or clearly didn't know topics missed Q15 a (need to make clearly identified on paper)

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

reading questions carefully

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

C-B

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

Give 'ugly' questions as practice

Moderation Details for Calibration - Sample 3

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

Criterion 8 = Overall

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

t-B

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

eg Q15 No detail Q17a limited understanding of content and answering technique. Explanations showed limited understanding

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

More accuracy and detail in knowledge across the breadth of topics

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

Looking at Element level consensus was that they were a low C considering gaps in on some questions, possibly t+. In a hard exam section the lower pass mark may enable C grade. Element 1 C grade E2 and 3 mixed

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

After mid years target all C- students for group tutorials. Target learning to suit their style of learning. Exam strategies -get something down, chose do-able questions, skip hard ones to start with Drill under time pressure. Deconstruct questions in group tutorials

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 8 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?

C-A most B-C

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Correctly describes

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Refer to Data

ratings)?

Sample 4 - Summary of group consensus with comments to element level if applicable.

Top end of C grade possibly B-

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Create love of plants. Take for a walk and observe before teach unit to get asking questions/ thinking

Planning for September Moderation 2019 - Statewide Samples

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

C8 South were going to submit samples (Rebecca Clifford)

Sharing Resources

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

Textbooks were discussed. General consensus was other resources being used more than fixed textbooks. Allan Burns worksheet on Evolution shared. Biota conference promoted. Last Friday of March

Course Support