2019 March Moderation - Report

Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Science - Chemistry Level 4
Moderation Leader Name	Sue Saunders
Moderation Leader Email	sue.saunders1@education.tas.gov.au
Minute Keeper	Sue Saunders
Minute Keeper Email	sue.saunders1@education.tas.gov.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.	Sue Saunders Hellyer College Rebecca Sayer Circular Head Christian School Mark Cox Launceston Church Grammar School Kim McInnes St Patrick's School Luke Hammond Scotch Oakburn College Craig Gilmour Don College Chris Sheedy Newstead College Maria Windsor St Brendan Shaw College David Rose Launceston College Darryl Bain Launceston Christian School Darren Chilcott Launceston Church Grammar School Ann Burke Marist Regional College Caroline Catchlove-Owen Scotch Oakburn 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 6 = Overall, Element 1, Element 2, Element 3, 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?	This student demonstrated a solid understanding across the range of questions asked in this section. They knew their content and presented this as statements of fact.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	The student should work on clarity and detail in their answers. Also, graphing skills.
Sample 1 - Summary of group consensus with comments to element level if applicable.	They did not reach an A standard as their was a lack of depth to their answers. It may also have been that they lost marks because they did not fully understand what the question was asking rather than from a lack of knowledge of the course content.
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Work on graphing skills and matching depth of answers to exam marks.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within	Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

that criterion

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?	There were quite a few questions where the student gained zero marks (their responses were totally incorrect). The language used was not scientific, expected terminology such as entropy and enthalpy were not used.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	This student needs to learn (be taught) definitions and correct terminology. There is a danger of misinterpretation by the examiner from the use of symbols and arrows
Sample 2 - Summary of group consensus with comments to element level if applicable.	The responses were very generic and did not relate specifically to the question. Graphing was sloppy.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The student should be instructed to communicate more clearly. The student should be instructed with regards to graphing expectations.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5
Sample 3 - What rating (or ratings) has the group assigned this sample?	t
Sample 3 - What evidence supports	The responses had insufficient detail and did not demonstrate understanding of any aspect of thermochemistry. Weaknesses were evident across the range of

the rating (or ratings) the group has given?	questions. Many unattempted questions.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	The student should attempt all questions.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The student should be encouraged to gauge the correct level of detail required from the marks attributed to the question. eg 3 marks will require an in-depth response.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5
Sample 4 - What rating (or ratings) has the group assigned this sample?	C
Sample 4 - What evidence supports the rating (or ratings) the group has given?	This student demonstrated an understanding of rates of reactions although there was weakness in the responses for acids and equilibrium.
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Improvement of understanding in equilibrium and acids
Sample 4 - Summary of group consensus with comments to element level if applicable.	This was considered to have only just reached a C level.

| Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)? | The student needs to read the question carefully and ensure they answer the question. A full answer will directly link to the question material and not just generic broad statements of fact. |

Planning for September Moderation 2019 - Statewide Samples

| For all courses please nominate the criteria and elements (if desired) for moderation. | Criteria 2 & 3 |

Sharing Resources

Course Support

| Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course: | We saw no benefit to the spread of A=, A, A-, B+, B, B- etc as these aren't options at the end of the assessment year and they also aren't present in the standards- they unnecessarily complicate discussions... |