

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which AM Meeting is this report for?

Science - Environmental Science Level 3

Moderation Leader Name

Julia Boersma

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Minute Keeper

Kate Gard

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## 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.

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Alex Noyman, LCGS  
Amanda McTernan, Marist  
Julia Boersma, Leighland  
Marcel Brown, Don

Tika Varma, LC

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 2, Element 3, Element 4, Element 5  
 Criterion 3 = Element 2, Element 3, Element 4, Element 5, Element 6  
 Criterion 4 = Element 1, Element 2, Element 5

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

C2: C+, C, B, C C3: B, B, B, B- C4: C+,C, C, C+

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

A lack of detail in the experiment- variables were not controlled. The graph showed poor communication, although the referencing was done well. Some discussion about how picky we should be with referencing.

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

Clearer communication, more detail in the method, more rigour in the design. A different way to represent their data.

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

C, B, C

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

In discussions with students, make sure all aspects of their experiment are refined before they begin experimenting. However, it is difficult to give advice to teachers out of context as we don't know what's transpired.

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Element 1, Element 2, Element 3, Element 4, Element 5  
 Criterion 3 = Element 2, Element 3, Element 4, Element 5, Element 6  
 Criterion 4 = Element 1, Element 2, Element 5

that criterion

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

Cr 2: A-, A, B- Cr 3: A-, A, B- Cr 4: A-, A-, B-

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

Good hypothesis, some detail lacking in the method, confusion between using the terms 'distance' and 'speed'. Not certain whether there is statistical significance in their results. The overall design was neat and there was a lot of data collected. C3 element 3, there are better ways to present the data. C4, There was analysis of the data but not evaluation. Conclusion was borderline as to whether there was evaluation or analysis.

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

Consistency with terminology. Put pictures into the method, rather than included in the results. Put more clarity into the method so the reader understands the reasoning. The opportunity to cover the tensions of the issue was there but it wasn't taken.

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

Some 'meeting in the middle' but there is still a difference. We are all reluctant to award a grade for C4 as we have different expectations. Suggest that in the future we get a copy of the task assigned to the students so we can review it in context.

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Element 1, Element 2, Element 3, Element 4, Element 5  
 Criterion 3 = Element 2, Element 3, Element 4, Element 5, Element 6  
 Criterion 4 = Element 1, Element 2, Element 5

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

C2: B+, A-, B+ C3: B+, A-, A C4: B+, A, C

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

The hypothesis was vague and the independent variable (north or south) wasn't actually tested by this experiment. Some confusion about the difference between abundance and diversity, which detracted from the overall piece, but it was still a good piece of work. The data was not reliable, as the experiment wasn't repeated. The C4 mark varied based on whether we viewed the piece as having not covered the criteria, or having failed to cover the criteria. This piece doesn't lend itself to covering C4

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

Clarity on diversity and abundance. Replicates and repeats. A point/purpose for the case study. A location map and zone should always be included with a field study.

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

We are all on consensus with C2 (B+) and are with a +/- for C3.

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

Encourage students to choose a topic or find an angle that lends itself to C4.

### Planning for September Moderation 2019 - Statewide Samples

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

C7- the matrix of resource use

### Sharing Resources

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

Those of us who teach every second year really appreciate sharing of resources when they get found. A plug for marking: it's getting really hard to find markers so please consider doing a part load. it is much more manageable that way. Last year the marking started on the Friday so they were able to get a lot more. If you put your name down for marking please email Marcel as well so he knows. Note there is a minor change in C5 content (mixed forest has been added). C7 there has been some expansion above the Impact of Resource Use matrix. C8 has had the UN sustainable development goals added.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Curriculum services is in the process of looking at the information sheet.