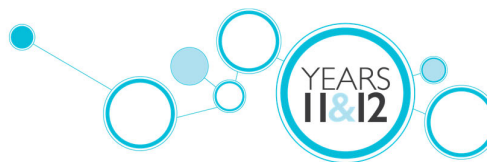


2018 September Moderation - Report



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

Kate Gard

Moderation Leader Email

kate.gard@soc.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.

Marcel Brown
Tika Varma
Julia Boersma
Amanda McTernan
Kate Gard
David Gruber

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

Perviz Marker Hellyer
Charlie Jeong Newstead

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

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

C+/B-

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

They description, identified and outlined ideas at varying levels and are working towards higher level analysis.

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

They need to demonstrate higher level analysis more consistently in questions that provided the opportunity.

Sample 1 - Summary of group consensus at element level with comments

had some elements of C and B level

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

none given

Moderation Details for Calibration - Sample 2

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

Crit 7 = All elements

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?

Mixed sample. There were some aspects the student was able to explain concepts well but then had complete lapses.

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

Same student in sample. Consistent knowledge across all topic areas some known well and others not at all.

Sample 2 - Summary of group consensus at element level with comments

Cant describe and discuss consistently across all topics

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

none

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each

Crit 7 = All elements

criterion being moderated and IF SELECTED the elements within that criterion

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

C

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

Only identify not explain. Some hints of potential to reach. So not at B standard

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

More marks allocated for the question so they can discriminate. Motherhood statements rather than specific explanations Q18. Not detailed understanding of main thrust of Commons.

Sample 3 - Summary of group consensus at element level with comments

only identification not higher level thinking.

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

Be more specific with answers. Specifically read question properly and answer appropriately. No examples given to support answers and this needs to be done.

Moderation Details for Calibration - Sample 4

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

Crit 7 = All elements

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

B-

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

More specifically answered to address question and used examples. More cohesive understanding demonstrated in answering style.

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

Erratic in performance across questions/topics

Sample 4 - Summary of group consensus at element level with comments

Slightly more understanding of concepts demonstrated.

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 7 = All elements

Sample 5 - What rating (or ratings) has the group assigned this sample?

B+

Sample 5 - What evidence supports the rating (or ratings) the group has given?

At times there was critical analysis but others not. Content knowledge was fairly consistent and questions often properly addressed.

Sample 5 - What evidence would

Some questions mis-answered or used generalised

you need to see in order to assign a higher rating (or ratings)?

statements and not sufficiently specific.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

C8 from end of year exams

Please enter the name and email address of the person providing the samples:

TASC TASC

Email

kate.gard@soc.tas.edu.au

Sharing Resources

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

Concerns about other topics not in curriculum appearing eg. Erosion and Renewable and Non renewable Energy

Course Support

Please provide details of any future focus and ways forward you would like Curriculum

Each Sample MUST be from one candidate
ALL marks must be removed from sample
5 samples on same Criterion to increase sample size.

Services to consider in relation to this course:

Editing of Info sheet is necessary. some content in wrong criterion and quality of scan very poor.

Curriculum document - dot points and headings need tidying up. They are not correctly aligned or delineated.