

2019 March Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which PM Meeting is this report for?

Science - Life Sciences Level 2

Moderation Leader Name

Karyn Bell

Moderation Leader Email

karyn.bell@education.tas.gov.au

Minute Keeper

Elle Woodcock

Minute Keeper Email

ewoodcock@sbsc.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.

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

Karyn Bell
Elle Woodcock
Chloe Brown
Tamara Horsham
Rosalie Thompson
Patrick McManus
Rachel Kirkwood
Morgana Petersfield

Roger Carey
Lesley Clarke
Kym Knights

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Overall
Criterion 7 = Overall

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

C4 - C ; C7 - C+

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

The level to which they responded was identifying issues. Demonstrate a basic level of understanding. The student states the issue without any explanation. Identify the issue to do with energy and matter in a cycle but lacks explanation. No links to higher depth answer. Have described, have used basic data in responses from the graph and diagram provided. At times they demonstrate a higher level of understanding but it is not consistent across the paper.

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

More detail, expand on what they have. They have given an issue, they now need to explain this. Greater understanding of the content.

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

Criterion 4: C - basic responses that demonstrate a low level of understanding.
Criterion 7: C+ Difficult to assess considering we were unsure of which elements of the Criterion were being assessed against. Ensuring that the task if it is an overall rating applies to all elements within that rating.

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

Encourage students to use a highlighter in the question to identify key words.
Make note of the mark allocations.

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall Criterion 7 = Overall

elements within that criterion

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

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

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

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

C4 - B- ; C7 - C+

Stronger than Sample 1. Language was not 'nicely' scientific. They have used diagrams to support their understanding (Q13 c) Question 13 - the diagram was useful but their explanation was lacking the detail and correct terminology. The idea is there, but they do not comprehend the 'recycling' aspect Q 1+2 - link to food chain and society - they did a good job, but need to further their explanation with regard to 'humans living off the sea or ocean'

Better use of terminology to demonstrate an understanding. Deeper explanations, making links between the content to illustrate their understanding.

Create model answers for students to demonstrate how to create good answers. Include data and link to content covered.

Moderation Details for Calibration - Sample 3

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

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

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

Sample 3 - What evidence would

Criterion 4 = Overall Criterion 7 = Overall

C4 - C ; C7 - B-

There is a little bit of description across the questions. Conducted research to support. Strong Q1 and 2 but weaker on Q13C4 - identified but struggled to link their explanation with a discussion.C7 - stronger in their responses. have used data, looked it up Q13 a - have ideas that are not on the diagram (animals releasing methane, decomposition of dead organisms)Limited explanation

More consistency across their responses. Reading the question more carefully and identifying key words

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

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

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

Stronger than Sample 1, but similar to Sample 2 in different aspects.

Encourage students to look for words that are in bold or italics and ensuring that they respond to these. Paying attention to the **WHOLE QUESTION** and mark allocation.

Moderation Details for Calibration - Sample 4

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

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

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

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

Criterion 4 = Overall Criterion 7 = Overall

C4 - A ; C7- A

Used scientific terminology correctly i.e. acidification. References have been used to support. Clear explanations are provided

Ensure to clarify understanding regarding energy flow and where it comes from.

Planning for September Moderation 2019 - Statewide Samples

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

C2

Sharing Resources

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

Earth watch expeditions

Course Support