



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which meeting is this report for?

Science - Life Sciences Level 2

Moderation Details for Calibration - Sample 1

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

Criterion 7 = Overall

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

C

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

Student has used basic terms correctly. Their knowledge of the classification systems is lacking. They are quite knowledgeable about the function of ecosystems. They are able to utilise data from tables, diagrams and graphs to make simple predictions and conclusions.

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

This was a borderline sample. The group discussed at length whether this would be a 'B' standard as the student had demonstrated a good understanding of some concepts. However we felt that this student needed to show greater depth in extended answer questions in order to reach a 'B' standard as the elements clearly dictate a student should be able to describe concepts.

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

We discussed the use of concept maps to help solidify key concepts, model responses to questions and scaffolded tasks to show the student how to respond to extended answer questions.

Moderation Details for Calibration - Sample 2

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

Criterion 7 = Overall

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

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

This student was unable to demonstrate the 'C' standard over many questions on the task. For example, they could not label a diagram of the carbon cycle correctly, and did not attempt classification questions.

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

This student could reach a 'C' standard quite easily with adequate revision of key concepts as they have demonstrated some detailed responses to questions. Specifically, this student would need to address all parts of the assessment task, and focus on key concepts as this student has found it difficult to demonstrate understanding at the 'identify' level for each element.

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

The group felt that this student was borderline as they had demonstrated some ability to identify key concepts, but this was not consolidated across the paper.

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

This student needs to focus on their recall and basic understanding. Key words/glossaries, mind maps and small, frequent formative assessment tasks should assist their improvement.

Moderation Details for Calibration - Sample 3

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

Criterion 7 = Overall

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?

Element 1: this student was able to use correct terms across the whole paper

Element 2: the student did well on the classification system questions, recognising how a binomial name works

Element 3: This student was able to accurately answer basic questions on ecosystems

Element 4: This student was able to use classification keys, and could use diagrams to identify basic concepts

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

This student needs to show greater attention to correct terminology for key terms/concepts and focus on the structure of extended answer questions. While they clearly have a solid understanding of content, their answers lacked the descriptive aspects of 'B' standard work.

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

The writing of this student was not great, which could make it easy for a teacher to assume they didn't know enough.

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

This student would benefit from scaffolded tasks where they could learn how to structure an extended response. For example, answers where they 'fill in the gaps' followed by a similar question that they can model their answer on their previous response.

Moderation Details for Calibration - Sample 4

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

Criterion 7 = Overall

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

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

This student had a lot of questions unanswered and struggled to correctly answer basic questions. They were unable to utilise basic terminology or use diagrams to explain concepts.

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

This student would need to demonstrate a greater knowledge of content and answer more questions on the assessment task correctly in order to reach a 'C' standard.

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

The group felt that this sample was the weakest of the four and was not a borderline sample.

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

This student needs more revision/set tasks in order to consolidate their understanding. They may benefit from a revision task quite similar to the assessment task so they can prepare in a concrete way.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 5 Overall

Sharing Resources

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

We discussed the best way to set up resource sharing. It is difficult with Gov/Non-gov, but think email is the best way.

were discussed.

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 discussed the importance of maintaining a Level 2 course to prepare students for Biology. We did also discuss the complexity of the Biology 3 course and the tendency of teachers and students to assume it is 'easier' than level 4 questions.

How can we lift the status of Biology while maintaining Life Sciences as a level 2?