2019 March Moderation - Report

Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	Science - Physical Sciences Level 3
Moderation Leader Name	Kim McInnes
Moderation Leader Email	kim.mcinnes@stpatricks.tas.edu.au
Minute Keeper	Fiona Taylor
Minute Keeper Email	Fiona.Taylor@soc.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.	Jan Archer Don College Ed Bastick Launceston College Nick Bean Scotch Oakburn College Melissa Beard Don College Karyn Bell Hellyer College Ann Burke Marist Regional College Mark Cox Launceston Church Grammar Jason Dicker Launceston College Luke Hammond Scotch Oakburn College Jodie Jarvis St Patrick's College Kim McInnes St Patrick's College Gaylene McNiece Smithton High School Roger Morgan St Patrick's College Stewart Reid St Patrick's College David Rose Launceston College Sue Saunders Hellyer College Cameron Spaulding Launceston Christian School Fiona Taylor Scotch Oakburn College Greg Titmuss Launceston Church Grammar Anna Waites Scotch Oakburn College Jamie Wall Newstead College Daniel Watson North-West Christian School Lucy Withers St Brendan-Shaw 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.	Shaun Everson Hellyer College Michael Karpinsky Leighland Christian School

Moderation Details for Calibration - Sample 1

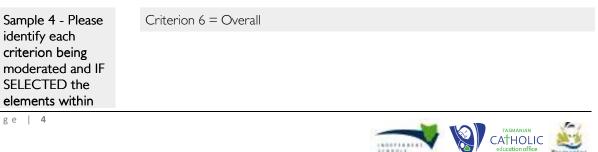|	
Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 6 = Overall
Sample 1 - What rating (or ratings) has the group assigned this sample?	A-, B+, A, A-
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Accurate calculations were evident, overall the questions were well answers. All questions showed strength and good knowledge. Broad understanding.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Explanations need more depth, in general the worded questions were where marks were lost.
Sample 1 - Summary of group consensus with comments to element level if applicable.	A-The good understanding in each area of the criteria was a deciding factor. Demonstrated skill in manipulation, calculation and worded difficult questions
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Practice explicit explanations of the concepts of electricity and series/parallel circuits. The difficulty, conceptually, of Q 15 made it difficult to show partial understanding. Use the marks allocated in the paper as a guide to depth of explanation and points to make (Q11)

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 6 = Overall
Sample 2 - What rating (or ratings) has the group assigned this sample?	C+, C, C+, C
Sample 2 - What evidence supports the rating (or ratings) the group has given?	Solid effort in most areas. Student has manipulated simple problems well which meets the C standard.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Not enough detail- more detailed explanations for worded problems. Student showed a weakness in one area - electricity. All areas need to meet the standard. Some sections had weaker responses.
Sample 2 - Summary of group consensus with comments to element level if applicable.	C+ The problems that were well answered, were those that meet the C standard
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Work on balancing the content understanding in all areas. Apply understanding rather than just recall answers and definitions. Practice in unfamiliar area.

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
Sample 3 - What rating (or ratings) has the group assigned this sample?	t, t, t, t
Sample 3 - What evidence supports the rating (or ratings) the group has given?	Lack of knowledge and problems solving skills, Does not meets the C standard
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Greater skill in numeracy. Clear written explanations
Sample 3 - Summary of group consensus with comments to element level if applicable.	T It was not felt the student demonstrated the minimum standard in this criteria
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Practice is needed in applying the given data, to the correct equation. Data lists can be compiled to organise information in a clear way. Students are encouraged to highlight keywords and data.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within	Criterion 6 = Overall

that criterion	
Sample 4 - What rating (or ratings) has the group assigned this sample?	t, t, t+, t
Sample 4 - What evidence supports the rating (or ratings) the group has given?	More evidence of understanding was noted (compared to sample 3).Definitions were not detailed.
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	The question (Q15) was too difficult for a C standard student to demonstrate their understanding. The paper was inadequate in providing weaker students with the opportunity to show their comprehension.
Sample 4 - Summary of group consensus with comments to element level if applicable.	T This student has not demonstrated the required standard, however their responses indicate knowledge in most areas. The paper was inadequate as a fair assessment tool.
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Practice is needed in applying the given data, to the correct equation. Data lists can be compiled to organise information in a clear way. Students are encouraged to highlight keywords and data.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	C4 examination question Questions and sample answers will be provided by Don College and Hellyer College.

Sharing Resources

Please record any links to or details of resources that were shared, or	Phet Colorada - Simulations are very good for demonstrating electricity concepts (as the variables can be changed and equipment cant break)ANSTO - Has nuclear experiments they will run in real time and collect data for experiments using nuclear isotopes. Students can design their own experiments. Email the links on

describe any assessment strategies that were discussed.	their website

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	A detailed discussion regarding the role TASC in producing course documents and examinations was held. There was a strong feeling that some of the examination questions were not a fair interpretation of the course documents. the elements detailed in the documentation was at odds with the way some teachers delivered the course. Points regarding some of the examiners comments (2018 TCE PS examination) were felt to be inadequate or at times contrary to teachers' interpretations.