2019 September Moderation - Report

Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which meeting is this report for?	Science - Physical Sciences Foundation 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 5 = Overall
Sample 1 - What rating (or ratings) has the group assigned this sample?	A
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Questions are higher order. The student can explain many ideas rather than simply describing them. Has shown detailed understanding of atomic structure and bonding models. Has a very good understanding of chemical reactions.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Not applicable
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Questions could be scaffolded to appear more approachable. Q6 could be presented more open, potentially a practical activity.

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?	B+
Sample 2 - What evidence supports the rating (or ratings) the group has given?	has a solid understand of the content. Can transpose formulae to arrive at a correct answer. Can provide answers in 3 significant figures and uses correct units.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Students has not shown how they decide on a formula or in fact the formula they are using. The numbers just appear from nowhere. There is a logical scaffold missing. The student should extend on some understanding questions.
Sample 2 - Summary of group consensus with comments to element level if applicable.	Strong B nearly an A. Student could produce an A rating with some fine tuning.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The task includes some criteria 6 questions. The students need to identify where the numbers they are using have come from.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 5 = Overall

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?	Solid understanding shown in some questions and has a basic understanding of bonding models. Has not shown any extending understanding in more difficult questions.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	This student does not understand the concept of mass number or isotopes. Student uses the terminology 'stable octet' in questions where it is completely inappropriate. Low understanding of atomic features
Sample 3 - Summary of group consensus with comments to element level if applicable.	This student is at a 'C' standard for this criteria. No further understanding has been shown at all.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Student needs to revisit understanding of atomic structure and terminology used when explaining bonding models.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 8 = Overall
Sample 4 - What rating (or ratings) has the group assigned this sample?	B
Sample 4 - What evidence supports the rating (or ratings)	Formulas used mostly correctly. Well organised throughout the questions.

the group has given?	Has answered questions with three sig figs and used correct units.
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Student has confused scalar and vector quantities. No real understanding that these terms cover a variety of measures. Uses the definition of displacement to explain a vector
Sample 4 - Summary of group consensus with comments to element level if applicable.	The student has not done a lot wrong. But has not shown the depth in understanding for an A. Question 2 answer is ridiculous. Student has not shown that they can think about the suitability of an answer.
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Revisit the understanding of Scalar and vector. Have the student think about the suitability of answers.

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criteria 6

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	None

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	None