

2018 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Science - Physics Level 4
Moderation Leader Name	Patrick Moroney
Moderation Leader Email	pmoroney@lcs.tas.edu.au
Minute Keeper	Tino Delbourgo
Minute Keeper Email	tino.delbourgo@education.tas.gov.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.	Tino Delbourgo, Don College, Michael Bousfield, Hellyer College, Patrick Moroney, Launceston Church Grammar School, Jane Hall-Dadson, Launceston College, John Hamilton, Marist Regional College, Ian Cruickshank, Scotch Oakburn College, Anna Waites, Scotch Oakburn College, Kim-Ann Walters, St Brendan-Shaw College, Adrian Cooper, St Patrick's College, Joshua Martin, St Patrick's College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who	None

did not attend the meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criteria 3 and 4

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

Criterion 3: A, B, B, B-, A- Consensus: A-

The student could improve choice of sources and improve on consistency with names in the text referencing (such as using last names rather than first names).

Criterion 4: C+, B-, B-, A, B, B+ Consensus: B

The question in the task did not allow a balanced discussion (students were asked to concentrate on describing 'misuse'). It was hard for students to be able to analyse and evaluate a complex argument. The student did not use all the evidence they presented earlier to form their conclusion and then introduced new ideas.

Moderation Details for Calibration - Sample 1

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

Criterion 3 = Overall, Element 3, Element 4, Element 5
 Criterion 4 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8, Element 9, Element 10

that criterion

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

C3: A-, C4: B

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

Criterion 3: A, B, B, B-, A- Consensus: A-

The student could improve choice of sources and improve on consistency with names in the text referencing (such as using last names rather than first names).

Criterion 4: C+, B-, B-, A, B, B+ Consensus: B

The question in the task did not allow a balanced discussion (students were asked to concentrate on describing 'misuse'). It was hard for students to be able to analyse and evaluate a complex argument. The student did not use all the evidence they presented earlier to form their conclusion and then introduced new ideas.

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

See above.

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

We used the standards and median values to determine the consensus.

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

There needs to more clarity in the task and the question.

Students would benefit from a two-stage submission process where they could receive feedback after the first stage.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being

Crit 5 = All elements, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8,

moderated and IF SELECTED the elements within that criterion

Element 9, Element 10

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

Final consensus: C-

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

Criterion 5: t, t+, t+/C-, t+/C-, t Initial consensus: t+, Final consensus: C-

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

More knowledge of fundamental concepts.

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

The group consensus was determined by going through the questions one at a time. There were some fundamental concepts to do with gravity and acceleration that the student missed. It must be acknowledged that it was difficult exam with many A/B standard questions.

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

The questions could have been structured into more steps with more lead in, so students find it easier to access the first parts of the questions. Students may benefit from reading the questions in full first before attempting to answer the questions.

Moderation Details for Calibration - Sample 3

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

Crit 5 = All elements, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8, Element 9, Element 10

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

Consensus was C/C+ for this sample

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

Similar reasoning as for Sample 2

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

See Sample 2 for more details

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

As above

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

As above

Moderation Details for Calibration - Sample 4

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

Crit 5 = All elements, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8, Element 9, Element 10

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

Consensus: C

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

See comments for sample 2

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

See comments for sample 2

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

See comments for sample 2

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

See comments for sample 2

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.

Criterion 6 - with samples from 2018 external exam

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

Patrick Moroney

Email

pmoroney@lcs.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.

There is a teams website that has been set up.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Put $1 \text{ amu} = 1.66 \times 10^{-27} \text{ kg}$ on the Physics formula sheet.