

# 2021 March Moderation - Report



Which meeting is this report for?

Physical Sciences Level 3

## 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?

C

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

Explanations were poor but the person was able to solve numerical problems well. The rating was based on the overall marks and there was consensus of about 23/40. The student did meet a couple of B standard elements although their understanding of force was poor.

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

Angles need to be clearly defined. A better understanding of force is needed. If this was my student and I was trying to move them to a B I would focus on forces, get them to practice drawing clear diagrams of forces and stress restatement of Newtons Laws, then explaining how they are relevant in the situation in the question.

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

Make sure they understand concepts and can explain them in their own words. If this was my student and I was trying to move them to a B, I would focus on forces, get them to practice drawing clear diagrams of forces and stress restatement of Newtons Laws, then explaining how they are relevant in the situation in the question.

## Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall

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

C+ was most common with a range from C to B

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

There was more understanding in the second paper but not consensus on the C/B boundary. The vector diagram and calculations were mostly okay but the explanations were not strong. The student needs to read the question to make sure all elements are covered.

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

The student needs to read the question to make sure all elements are covered.

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

Practise motion graphs and use the graphs to find acceleration and displacement.

### 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?

t+

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

The written responses were poorly done.

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

The student needs to practice applying equations of motion. Not leave blank responses. Interpret graphical data.

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

Sample 3 (and 2 to an extent) would benefit from practicing motion graphs and using them to calculate acceleration (slope) and displacement (area under the graph)

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 8

State the name of the person who will be providing the samples for moderation

Jason Hoare

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 Years 9 to 12 Learning to consider in relation to this course:

None suggested