

2019 March Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which PM Meeting is this report for?

Science - Biology Level 3

Moderation Leader Name

Rebecca Clifford

Moderation Leader Email

rclifford@gyc.tas.edu.au

Minute Keeper

Rebecca Clifford

Minute Keeper Email

rclifford@gyc.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.

Nicola Anderson
Lisa Arthur
Rosemary Beswick
Teresa Blizzard
Courtney Blyth
Carly Brouwer
Glenn Carmichael
Rebecca Clifford
Nick Freeman
Felicity Jacobs
Heather Omant
Kate O'Neill
Natalie Robinson
Brett Smith
Courtney Thirgood
Gavin Wakefield

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who

Teresa Blizzard
Brett Smith
Courtney Blyth

did not attend the meeting.

Moderation Details for Calibration - Sample 1

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

B

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

As we were moderating exam papers we all found a final rating via cut-offs as it is done for final exams. B rating is obtained by reaching 60-65%. There was some variation in cut-offs between schools but general consensus was reached. This paper was marked and moderated at 64%. There was some discussion that several of the answers were in fact 'A' standard. However, there was not the required consistency to achieve a higher rating.

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

Greater consistency and accuracy with plant science question.

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

Students seem to resist learning about plants and are often not as enthusiastic. There was a discussion about their inability to understand transpiration questions in general. We all decided this needs work across the board.

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?

C

Sample 2 - What evidence supports

Approximately 50% of the answers were correct. A rating of C was applied to this cut-off.

the rating (or ratings) the group has given?

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

More detail required in regard to animal transport and plant science.

Moderation Details for Calibration - Sample 3

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

Criterion 7 = Overall

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

t/C- borderline

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

Lack of detail in every question attempted. 35% seen as a borderline percentage cut-off. The students showed some understanding but most questions lacked the detail to gain more marks against the marking scheme.

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

Much more detail in animal transport, plant science, nephron anatomy and nitrogenous wastes.

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

Use point form to organise answers.

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?

B-

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

Cut-off of 59% was considered to be a B- standard. Whilst there were some excellent answers, plant science and gas exchange was not answered as well.

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

Qu 17b) just describing graph does not gain many marks. Students need to interpret what graph is showing.

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

Greater consistency across all questions.

Planning for September Moderation 2019 - Statewide Samples

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

C8

Sharing Resources

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

Discussion about Biology Syllabus. Syllabus is too large - C8 now so large (with immunology) some components are suffering such as genetics and evolution. Some elements which are taught within Australian Curriculum are still not taught in our syllabus eg endocrine system. Suggestion that we need to remove elements of the course and include other areas.

Course Support

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

Redevelopment of the Biology Syllabus - we would like to create a working group of teachers from North and South to start developing.