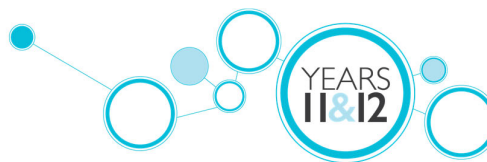


2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which meeting is this report for?

Science - Biology 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 8 = Overall

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

t+

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

Answer to evolution question was weak. They did not correctly identify evolutionary concepts and processes

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

They would need to identify evolutionary concepts and processes correctly. They would also need to develop skills in analysing and interpreting pedigrees to draw valid conclusions.

Sample 1 - Summary of group consensus with comments to element level if applicable.

There was much discussion on whether this sample was a 'C' standard. Whilst the student could understand some genetic concepts in general the answer was weak. The evolution question also lacked key concepts so decision was made to give a t+.

Sample 1 - What actions would you

Genetics: use correct notation and Punnett squares to help with explanations - particularly with X-linked questions. Encourage students to

recommend for teachers to help the student attain a higher rating (or ratings)?

show the genotypes of individuals in the pedigree using XX and XY and alleles on each chromosome within the body of their answer.

Evolution: students should adopt a formulaic approach for 5-6marks evolution questions. There are many concepts to identify and there is a logical sequence to follow.

Moderation Details for Calibration - Sample 2

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

Criterion 8 = 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?

The student was able to select appropriate evidence from a pedigree and analyse genetic concepts. Student was also able to explain some evolutionary concepts.

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

The student needed to justify the selection of evidence from a pedigree and critically analyse and interpret more clearly. Portions of the answers were muddled. All evolutionary concepts needed to be explained more clearly.

Sample 2 - Summary of group consensus with comments to element level if applicable.

General agreeance but some discussion around whether the student should gain a higher rating. Was also realised that a task marked out of 13 meant that ratings could change quickly with just 1 mark. This was all taken into consideration and standards/rubric was used to determine final rating.

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

Genetics: use correct notation and Punnett squares to help with explanations - particularly with X-linked questions. Encourage students to show the genotypes of individuals in the pedigree using XX and XY and alleles on each chromosome within the body of their answer.

Evolution: students should adopt a formulaic approach for 5-6 marks evolution questions. There are many concepts to identify and there is a logical sequence to follow.

Moderation Details for Calibration - Sample 3

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

Criterion 8 = 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?

Students selected appropriate evidence from the pedigree and analysed it well but only for one question. X-linked question was done very poorly and student failed to demonstrate links to fundamental genetic concepts.

The evolution question was answered very well with a high degree of clarity and understanding of evolutionary concepts.

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

They would need to develop skills in analysing and interpreting pedigrees to draw valid conclusion - especially in regard to X-linked genes and drawing valid conclusions about genetic concepts.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Whilst the student wrote very well there were some inconsistencies within the answers so it was agreed that a C+ rating was applicable.

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

Genetics: use correct notation and Punnett squares to help with explanations - particularly with X-linked questions. Encourage students to show the genotypes of individuals in the pedigree using XX and XY and alleles on each chromosome within the body of their answer.

Evolution: students should adopt a formulaic approach for 5-6marks evolution questions. There are many concepts to identify and there is a logical sequence to follow.

Planning for March Moderation 2020 - Statewide Samples

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

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Sharing Resources

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

Rosemary Beswick shared her specific immune response role play activity - hard copy

Bec Clifford gave out hard copies of GYC's latest C8 test on Repro, Evolution, Genetics, Immunology.

Course Support

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

Pete Wright involved the group in a lengthy discussion around the future of the Biology syllabus. The group realised the significance of this discussion and were asked to think about how we move forward in the next 5 years in regard to our current syllabus. Teachers have been asked to bring ideas to the next moderation meeting in March.