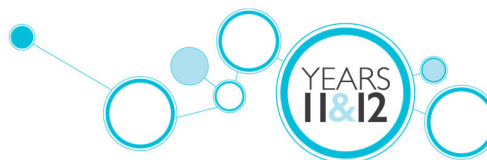


# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Science – Chemistry Level 4
Moderation Leader Name	Deborah Beswick
Moderation Leader Email	deborah.beswick@education.tas.edu.au
Minute Keeper	Philip Banham
Minute Keeper Email	pbanham@calvin.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.	Philip Banham (Proxy for Chris Evenhuis) - Calvin Christian Satwinder Kaur - Claremont College Deborah Beswick - Elizabeth College Anu Verma - Fahan School Katrina Munting - Friends' School Anthia Lyons - Guilford Young College Yvette Jones - Hobart College Marjorie Morgan - Hobart College Jeff Briscoe - Rosny College Michael Fracalossi - St Mary's College Niel Lay - St Michael's COLlegiate School Peter Crofts (proxy for Adam Jones) - The Hutchins School
Apologies/absences - please enter the names of teachers and their schools who appeared on the	Simone Summers - Friends' School Brenda Winning - Friends' School

moderation  
leaders list who  
did not attend the  
meeting.

## Moderation Details for Calibration - Sample 1

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

Criterion 4 = Element 1, Element 2

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?

The assessment spread included A, A-, B, B-, C+, C, t+ and t

The student touched nicely on the gases.

Low evidence to grade the student higher on the criterion 4 elements.

Most discussion focussed around the fact that the task didn't cover or aim to cover all the elements and as such should not have been marked down.

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

the student would need to answer the question to a greater extent, improve overall spelling and grammar. There was no balanced discussion. The science was limited in some areas (such as the toxicity of oxygen at different levels and the gas mixture used at depths)

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

B-

When the group discussed that the task was not designed and did not have to cover all the elements of Criterion 4. Those who had marked down because of the untackled elements were content to raise the marks

Sample 1 - What  
actions would you  
recommend for

The student needs to ensure they answer the questions and utilise a range of reliable sources to explain the

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

scientific concepts in an appropriate way.

## Moderation Details for Calibration - Sample 2

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

Crit 4 = Element 1, Element 2

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

C

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

The spread covered A, B, B-, C+, C, C-, t  
This was much weaker than the first sample and some voiced concern about giving the student a C

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

A greater level of discussion about the chemistry/science involved in the provision of safe diving equipment.

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

When the group discussed that the task was not designed and did not have to cover all the elements of Criterion 4. Those who had marked down because of the untackled elements were content to raise the marks slightly (reluctantly)

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

Encourage the student to read the question, ensure they have completed the questions and a greater focus on the equipment designs, guidelines and regulations. Add the full turn-it-in report.

## Moderation Details for Calibration - Sample 3

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

Crit 4 = Element 1, Element 2

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

B

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

Assessment spread A, B+, B, B-, C+, C, C-, t+ and t

They more directly assessed the criteria and as such were able to give the student a higher grade

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

Need to submit a full turn-it-in report, discuss the equipment design, the guidelines and regulations to a greater extent.

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

Staff liked the personal experience element that the student included and their greater level of knowledge that was covered by the student.

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

A greater focus on the equipment designs, guidelines and regulations would help to boost their results.

Ensure that everything written by the student is aimed at answering the assigned question

## Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each

Crit 4 = Element 1, Element 2

criteria being moderated and IF SELECTED the elements within that criterion

Sample 5 - What rating (or ratings) has the group assigned this sample?

B+

Sample 5 - What evidence supports the rating (or ratings) the group has given?

Not all the group members had time to submit results for this task. Highlighted the difficulty of assessing one criterion when it is a task that tackles 2.

The report covered in greater detail the science of the task and there was a greater level of information utilised to justify their answers.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

ensuring they answer the questions to a higher level. Specifically on how the equipment, guidelines and regulation ensures safe conditions for scuba divers. The report focused mainly on the chemistry and some safety but minimal equipment.

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Spending some time discussing the equipment utilised by divers would help to increase their grade.

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.

2 and 3 (they need to be assessed together)

Please enter the name and email address of the

Niel Lay

person providing  
the samples:

Email

neil.lay@collegiate.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.

Plagscan is used by some schools (due to school portals)

A task that Friends' school (Katrina Munting

-is to compare 2 articles and students are tasked to discuss the validity of the articles. Students would choose 'different' style articles and write a 1-page reflection, 1 fortnight of time out of class - task to be circulated to the group moderator.

Deborah Beswick mentioned an excursion to take core samples near Montrose Bay High with Sebastian Mefrey from geology who ran that activity

The group discussed the positive attributes of the Zinc Works Excursion and recommended it highly to those who do not take their classes

## Course Support

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

A huge thank you to Pete for setting up the Microsoft share point but currently staff have not felt there is time to contribute to this.

A request to supply the cut-offs from the exams to assist for feedback for staff.

Next meeting to utilise the University Physics and Maths lecture space to have a video conference with the north (this may avoid the issues with North vs South conversations).