

2019 September Moderation - Report



Meeting took place in:: South
AM or PM session?: AM
Which meeting is this report for?: Environmental Science Level 3.

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

Criterion 7 = Overall

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

Q2 B, Q6 B, Q8 C (consensus reached)

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

Q2 Assessment - 1/2 for identify, 1/2 for discussion
Q6 Consensus reached

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?: Q2 Hang discussion about unpacking the question and answering this question in a way that expands on the comparisons - mentioning correct facts and terms.

Q6 Plants needed to be mentioned

Q8 The student needed to directly reference the graph.

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

Q2

Explanation of total impact is required for this answer

Some discussion around understanding of Ecological Footprint - How was this defined?

Was there a marking schematic?

How the question was answered depended upon the understanding of what an ecological footprint is.

Q8

This was not the best graph to interpret.

The answer needed to be going through the right direction.

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

Q 2 Encourage relating answer to the question - 1/2 for identify, 1/2 for discussion.

Q 8

Address these issues:

An easy question to get OK marks.

The language in some questions is ambiguous - what does by-catch mean - targeted fish sticks? Some confusion here for students.

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?:

Q2 B, Q6 B, Q8 C (consensus reached)

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

Q2 Question was unpacked well. Some conjecture re last answer - 1/2 marks were suggested for the attempt here.

Q8 Second part of answer marginally better.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?: Q2

More substance in place of conjecture.

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

Q2 Some discussion around understanding of Ecological Footprint - How was this defined?

Was there a marking schematic?

How the question was answered depended upon the understanding of what an ecological footprint is.

Q8 The graph is still a theme - A teacher in the moderation 'may' have misread it - as the student did?

There must be some difference between describe and explain in this question.

How do we weight examples that better evidence answers? This could be moderated in its own right. Scope for future moderation discussed.

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

Q6 The question would have been better with compare and contrast as the replacement to explain.

Q8 Examples should be weighted - better examples with higher marks.

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?:

Q2 B, Q6 B, Q8 C consensus reached

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

Q2

Has not mentioned differences- this was a listing answer, where the facts and information were not always unpacked well.

1/2 mark /comment

Q6

Some discussion revolved around the student not making statements that undermine earlier parts of their answer

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?: Q2

Mention differences

Q6 ensure their answer is consistent

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

Some ecological footprint calculators mention Earth Overshoot Day.

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

Q2 The question was ambiguous - Earth Overshoot Day - not used by everyone who marked the question - the question could not be finely resolved due to its ambiguity.

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?:

Q2 B, Q6 B, Q8 C - consensus reached

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

Q2 Quickly done

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?: Q8

Some answers to this question were more C4 than C7 - however the question does not specify it must be answered through a C7 lens.

Sample 4 - Summary of group consensus with comments to element level if applicable.:

Q6 Discussion about how the 'understanding' of virtual water was interpreted.

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

Ensure questions clearly address the criterion being assessed.

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

External Assessment Criterion 8

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

NA

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

NA