

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

Science - Physical Sciences Level 3

Moderation Leader Name

Deborah Beswick

Moderation Leader Email

deborah.beswick@education.tas.gov.au

Minute Keeper

Chris Evenhuis

Minute Keeper Email

cevenhuis@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.

Deborah Beswick  
Chris Evenhuis  
Satwinder Kaur  
Stephen Dodge  
Jason Hoare  
Jake Bevan  
Kate Baldry  
Katrina Munting  
Simone Summers  
Paul van Tienen  
Christopher Bracken  
Nigel Brookes  
John Covington  
Julie Fryre  
Sophie Creet  
Marjorie Morgan  
Courtney Thirgood  
Hannah Windle  
Priya Kitchener  
Peter Steane  
Brendon Gourlay  
Andrew Jones  
Peter Crofts  
William Maby

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

not listed

Moderation Details for Calibration - Sample 1

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

Overall sample 1 was given A externally, B internally

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

There was some variation for Sample 1 which varied from B to A+ with A being the most common grade

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

Group 1 Sample 1 26, A This would be an A at school 81%. Internally it would have been a B+ , Group 2 Sample 1 27.5/32 A 86% external or internal , Group 3 Sample 1 24/32 B internal , A- external, Group 4 Sample 1 24-24.5 B+ internal and A- external, Group 5 Sample 1 A for both, 20.5

Moderation Details for Calibration - Sample 2

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

For Sample 2, grades marked varied from C- to B+, C was the most common grade. The examination markers pointed out that the cut off for a C rating was typically 10/32

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

Sample 2 17.5/32 Solid C. The standard suggested B. Sample 2 19.5% B- exam and C+ internal, Sample 2 C internal and external, Sample 2 19 C+ internal and B- external. Group 6 B internal A external 2 C + internal and external. Sample 2 B externally but C internally

### Moderation Details for Calibration - Sample 3

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

There was good consensus for samples 3 and 4 which people agreed were of a t standard

### Moderation Details for Calibration - Sample 4

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

Sample 4 tSample 4 10.5/32 33% t internally, C-externallySample 4 tSample 4 9/32 t- for bothSample 4 t internal C- externalSample 4 t for bothSample 4 t for both

### Planning for September Moderation 2019 - Statewide Samples

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

11. Next Moderation we will test C4 supplied by St Pat's College

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

St Patricks College

**Email address of the person providing the samples for September moderation**

deborah.beswick@education.tas.gov.au

### Sharing Resources

**Please record any links to or details of resources that were shared, or**

None.

describe any assessment strategies that were discussed.

### Course Support

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

Last year's exam was too long for the time allotted. Question 11 c. There was discussion about the use of significant figures being more prescriptive in Physical Sciences than in Physics and Chemistry. Use of metric prefixes was difficult for C students. There were 3 questions that required conversions. Longer questions need a bit more scaffolding. In the UK there are more exams but shorter in length eg two or three 2-h exams. There is room for greater clarity about marking schemes like the NSW scheme with no half marks. This allows for more consistent marking. Next Moderation we will test C4 supplied by St Pat's College. Could this include model answers please?