

# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which PM Meeting is this report for?

Science - Physical Sciences Foundation Level 2

Moderation Leader Name

Sophie Creet

Moderation Leader Email

sophie.creet@education.tas.gov.au

Minute Keeper

Tash Marshall

Minute Keeper Email

tash.marshall@education.tas.gov.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.

Tash Marshall  
Ralph Teirney  
Peter Smythe  
James Ayers  
Sophie Creet

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

Ben Payne  
Jason Hoare  
Adam James

did not attend the meeting.

## Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

C2

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

## Moderation Details for Calibration - Sample 1

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

Criterion 2 = Overall

Sample 1 - What rating (or ratings)

B

has the group assigned this sample?

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

element 1 - introduction that gravity pulls objects towards the earth, explained why - discussed the purpose of the experiment. Gravity is important to us. (B)

element 2 - no information on table explaining what it is or axis of graphs - just dumped from the software (B)

element 3 - presentation of data is a mess and confusing, describes the trend to an extent (B)

element 4 - drawn a conclusion - had a go at explaining using physical sciences concepts (B)

element 5 - identified control variables, identified outliers, gave reasons for rejected results (A)

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

element - make the discussion more specific to the purpose of the experiment

element 2 - data must be presented so it makes sense to the reader - collected accurately by showing UNITS/titles in raw data etc

element 3 - explanation-stating the relationship to data and trends in results, label graphs accurately to communicate information

element 4 - must make sure conclusions are based on correct science concepts potential to improve to an A

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

took some time for a consensus to be reached. The general feeling was although the student had collected a lot of data and attempted to discuss it there were too many errors for an A rating to be warranted.

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

see above

Moderation Details for Calibration - Sample 2

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

Crit 2 = All elements

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?

element 1 - task only allows for a C rating

element 2 - collected the data accurately (in seconds) in given format (table given) (C)

element 3 - presents data in graphical form (given format with axis given) (C)

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

element 1 - give a scenario that they have to identify the aim from

element 2 - let them collect the data and present it in their given format

element 3 - leave the axis off so students need to label it

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

see above

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

see above

## Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each

Crit 2 = All elements

critterion being moderated and IF SELECTED the elements within that critterion

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?

element 1 - C  
 element 2 - collected data C (put one measurement in minutes instead of seconds)  
 element 5 - provided one reason for inaccuracy C

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

element 1 - only allowed for a C  
 element 5 - needed more suggestions of improvement. Only provided one

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

decided the task only allows for element 1, 2 and 5

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

rewrite the questions associated with the experiment to allow students to better address the elements in the course.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each critterion being moderated and IF SELECTED the elements within

Crit 2 = All elements, Element 1, Element 2, Element 5

that criterion

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?

element 1 - C

element 2 - C

element 5 - mentioned the control and dependant variable (B). Used evidence in their claims.

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

Students needed to have demonstrated an ability to design and collect data in an appropriate table to show their thinking.

students are provided with a graph to communicate their results but must also identify the relationship shown in the graph

Students needed the opportunity to draw valid conclusions and discuss their findings.

Sample 4 - Summary of group consensus at element level with comments

task needs to be designed to provide more opportunity to achieve higher results

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

rewrite the task to provide the opportunities listed above

## Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 1 or 2

For Level 1 or 2 courses please nominate the criteria for

Criterion 2

moderation.

Please enter the name and email address of the person providing the samples:

sophie creet

Email

sophie.creet@education.tas.gov.au

## Sharing Resources

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

no time to discuss resources. The chemistry prac moderated is to be rewritten and shared for next march

## Course Support