



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which meeting is this report for?

Science - Physical Sciences Foundation Level 2

Moderation Details for Calibration - Sample 1

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

Criterion 5 = Overall
Criterion 8 = Overall

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

A (C5), A (C8)

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

The student was able to confidently demonstrate a very strong understanding of the content assessed, and we were comfortable assigning an A rating to this student, based on marks. However, when assessed against the standard, the questions did not allow demonstration of understanding to B or A standard

In C8, the paper provides more opportunity to demonstrate achievement against the standards (and they clearly achieved an A rating) but the paper included questions that were not relevant to this criterion.

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

The opportunity to answer questions that allow demonstration of achievement to an A or B standard.

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

As above, the paper does not allow the student to demonstrate an A or B rating against the standards as written in the syllabus. Whilst we acknowledge that the work of the student is strong and demonstrates an A rating if taken on the basis of marks alone, we are aware that this is not as required by the syllabus.

applicable.

We spent some time reviewing the paper against the standards and again found it difficult to reconcile the questions with the standards. It's a paper that allows students to demonstrate understanding, but only in some questions.

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

Provide opportunities for students to genuinely demonstrate achievement of the Standard descriptors; ensure the assessment is assessing content in the syllabus document (for example, isotopes are not explicitly identified in the syllabus although the paper assesses understanding of this.

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall
Criterion 8 = Overall

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

C+ (5); B (8)

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

Student was able to demonstrate some basic understanding of chemical properties and structures but struggled to demonstrate some of the higher order concepts. As per previous there was not much opportunity to do this. The task had a number of questions that assessed content that was not in the syllabus document, and the Standard descriptors did not match the task requirements.
The physics section was stronger and the student could confidently manipulate the majority of the equations.

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

better skills in graphing
conversion between m/s and km/h and min/sec/hours
if questions indicates that graph needs to be used, students need to make sure they do this.

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

We did not count the marks for questions (both papers) that did not assess the criteria identified.
This means that our marks may differ from the Northern group.
Thank you to the person who volunteered the papers. We appreciate it.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 6

Sharing Resources

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

NA

Course Support

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

Review standard descriptors. There is some overlap.