

2018 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which PM Meeting is this report for?

Science - Physics Level 4

Moderation Leader Name

Paul van Tienen

Moderation Leader Email

pvantienen@friends.tas.edu.au

Minute Keeper

Paul van Tienen

Minute Keeper Email

pvantienen@friends.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.

Paul van Tienen
Christopher Bracken
Julie Fryer
Brendon Gourlay
Andrew Jones
James Seddon
Matt Wilson
Yohann D'Souza
Ben Hendriks
Margret Representing : Chris Evanhouse

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

Ben Payne

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 3 = Overall
Criterion 4 = Overall

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

C3 - B C4 -C

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

C3 - Good referencing was used throughout the assignment. There was elements with C3 where there was evidence for an A rating, however on balance it was decided that the overall rating fell below an A, i.e. a B+.

C4 - C - A good range of elements were identified

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

C3 - The structure could have better supported a task of better depth. The research question was too broad to tackle effectively.

C4 - The consequences of the elements identified needed to be explored. Linking consequences and expanding the discussion on a smaller number of elements would have been a better approach.

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

C4 - C The group was happy that this work was at a C level

C3 - More discussion about if this piece of work was an A rating. However, better sources and more focus to the work was needed to give robust evidence of a A standard.

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

Review guiding question before commencing the main task.
Perhaps after suitable pre-reading

ratings)?

Moderation Details for Calibration - Sample 2

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

Crit 5 = All elements

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

t

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

Score of 20/60 was the median award given by the groups, varying between 19 - 21.

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

Better use of formulas, often incorrectly transcribed from the formula sheet. Many calculator errors. More evidence of a good understanding of physical principles.

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

t - rating. Perhaps in an examination situation there would be an argument for a C rating, however the evidence was limited.

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

A greater number of 'show that' questions may assist the student to spot errors in routine calculations.

Breaking difficult problems into more parts would assist building a better picture of the skills / understanding of the student

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.

C6

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

Pete Wright

Email

peter.wright@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.

Online sharing will continue. All have found this very beneficial to their teaching practice.

Analysis of references was discussed.

How to use the rubric effectively to assess C3 - it is currently very skewed towards referencing.

Course Support