

# 2020 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Science - Biology Level 3

## 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, Element 1, Element 2, Element 3

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

B/ B-

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

They found it difficult to analyse and interpret questions relating to aspects of photosynthesis and respiration and biomacromolecules. Data use was well done.

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

The student needs to look at an unfamiliar context and relate that back to the theory being assessed.

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

B B-; E1 - they could describe the concepts and E2 - apply the concepts in familiar contexts but had difficulty in unfamiliar, E3 - they could utilise data and draw some conclusions, but not critically analyse.

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

Practice more of the questions that allow the student to improve their analytical skills especially in unfamiliar context.

## 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, Element 1, Element 2, Element 3

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

C-

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

The student was able to identify fundamental process in most cases (E1), and apply those concepts in basic familiar cases (E2), they sometimes used data (E3), putting them just in the C rating.

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

Be able to make the links between the theory taught and what the question is asking. Ensure that they have their basic processes down pat, so that they can easily achieve the C standard fill in the blanks questions.

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

The student was able to identify fundamental process in most cases (E1), and apply those concepts in basic familiar cases (E2), they sometimes used data (E3), putting them just in the C rating.

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

Simple worksheets/ fact recall to cement the basic knowledge, and then some challenging questions to develop their understanding to link the concepts to the questions.

### Planning for March Moderation 2021 - Statewide Samples

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

Formally moderating C4 with gaining ideas and templates on how to assess C1 and C3

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

Rebecca Clifford

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## Sharing Resources

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

Discussion about peer review for C4, and consistency of marks for those question that ask Yes/No, or naming which one - should this be 1/2 or 1 mark.

Discussions about Course scoping papers.

## Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

Discussions re Biota and scoping papers.