

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 13, 2018 12:11 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	AM
Which Learning Area is this Report for?	Science
Which AM Meeting is this report for?	Sciences - Physical Sciences Level 3
Moderation Leader Name	Jane Hall - dadson
Moderation Leader Email	jane.hall-dadson@education.tas.gov.au
Minute Keeper (if available)	Fiona Taylor
Minute Keeper Email	Fiona.Taylor@soc.tas.edu.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

Jonathan Arnold
Jan Archer
David Lincolne
Karyn Bell
Sue Saunders
Darryl Bain
Darren Chilcott
Mark Cox
Greg Titmuss
Jane Hall-Dadson
David Rose
Michael Karpinskyj

anyone who was extra on the day

Ann Burke
Jamie wall
Kym Knights
Luke Hammond
Fiona Taylor
Nick Bean
maria windsor
Lucy Withers
Anthony Cummings
Mandy Francis
Kim McInnes
Roger Morgan
Kylie Waters

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

Luc Norton-Smith

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

Darren Cox , Stewart Reid

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C1
C2

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

(sample #2) C1 - B C2 - B

What evidence supports the rating (or ratings)

C1/2 - The student has not recorded a results table, it was felt this was important for communicating data and in drawing evidence based conclusions.

the group has given

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

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

More detail in recording data (tables), consistent units and significant figures.

Clear links between data and valid suggestions for the future

Scaffolding the discussion required to show evidence. Examples of the types of Random and Systematic errors and their impact on data.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C1
C2

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

(Sample #3) - C1 - C+, C2 - C-

What evidence supports the rating(s) the group has given

Student had clear setting out and communicated understanding of the concepts of momentum and energy.

The discussion listed some errors and began to find a conclusion. The group felt that the C2 criterion would also include the work observed in the practical as well as the presented write-up.

Spelling and grammar were discussed at the marking Rubric doesn't specify these must be assessed. As a marking group we chose to ignore minor spelling errors.

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

Results table with evidence linked to the stated results. Errors would need greater relevant detail. The timing of the practical was discussed as it was

felt that at the end of the year a student would need to show more depth in the discussion and conclusion. The

ratings)?

student recorded a 32% error but did not discuss this as important or irrelevant.

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

Scaffolding the discussion required to show evidence.
Examples of the types of Random and Systematic errors and their impact on data.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C1
C2

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

(sample # 5) C1 - C+, C2 - C

What evidence supports the rating(s) the group has given

(More consistent results were found within the marking group)

Setting out was clear, communication of terms and units was good. (units for energy were wrong)

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

Results table with evidence linked to the stated results.
Errors would need greater relevant detail. Terms inelastic and elastic confused greater attention to correct terms.

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

Scaffolding the discussion required to show evidence.
Examples of the types of Random and Systematic errors and their impact on data.

Summary of any further samples moderated

Further samples - Criteria assessed against	C1
What ratings have the group assigned this/these Sample(s)?	NA
What evidence supports the ratings the group has given	NA
What evidence would you need to see in order to assign a higher rating (or ratings)?	NA
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	NA

Planning for September Moderation 2018

Are you planning on:	Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing
Please list the criteria to be moderated:	C4 - Mid Year Examination (TEST), C7 - Mid Year Examination (TEST)
Briefly describe the type of task you plan to look at:	C4 - 20 marks Launceston College + 20 marks Scotch Oakburn College C7 - 20 marks Hellier College + 20 Marks Don College

Answers/checked St Brendan Shore, Launceston Church Grammar

Please state the name of the person supplying the samples for the September moderation

Ann Burke

Email

Aburke@mrc.tas.edu.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

Greg Titmuss - Shared a in idea for C3 -

Students were given 5 current/recent scientific developments that they were asked to research and then rank in order of their importance. The Justification of the their reasoning was very useful as a society task.

Ann Burke encouraged attendance at the CONSTAT conference.

Course Support

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

Please email suggestions to P Wright

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Sample 1
Sample 2