

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

Submission Time: March 13, 2018 1:53 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	PM
Which Learning Area is this Report for?	Science
Which PM Meeting is this report for?	Sciences - Physics Level 4
Moderation Leader Name	Patrick Moroney
Moderation Leader Email	pmoroney@lcgs.tas.edu.au
Minute Keeper (if available)	Tino Delbourgo
Minute Keeper Email	tino.delbourgo@education.tas.gov.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

Tino Delbourgo
Michael Bousfield
Kim Walters
John Hamilton
Bill Halliday
Trevor Marson
Janet Hall-Dodson
Patrick Moroney

anyone who was extra on the day

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

None

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

None

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3
C4

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

C3: C+/B-, C4: B

What evidence supports the rating (or ratings) the group has given

C3: References done but not put inline, so unclear which work belonged to the student.

C4: There was a balanced discussion with different perspectives and an attempt to identify the background issues.

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

C3: More detailed referencing, i.e. in-text referencing.

C4: The presentation would have probably given a better indication of whether a student provided more detail on one of the items of work in their work sample.

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

Clearer instructions to the students would have been more beneficial.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C3
C4

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

C3: C+/B-, C4: B+

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

C3: reliance on Wikipedia, lack of in-text referencing, some text errors
C4: strong background, identified the benefits

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

C3: more in-text referencing
C4: less generalisations, more specific rather than sweeping statements, include more discussion rather than just statements

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

Clearer instructions in the task.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C3
C4

What rating (or ratings) has the group assigned this Sample?	C3: C, C4: C+/B
What evidence supports the rating(s) the group has given	C3: Very limited referencing, less detail overall C4: Less detail and discussion than expected
What evidence would you need to see in order to assign a higher rating (or ratings)?	C3: At least two references C4: More detail and discussion
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Clear instructions in the task.

Summary of any further samples moderated

Further samples - Criteria assessed against	C3 C4
What ratings have the group assigned this/these Sample(s)?	C3: B/B+, C4: A-/B+
What evidence supports the ratings the group has given	C3: Some attempt to identify difference between the student's work and other's work. The work was structured and well laid out. C4: Overview covered well and considered the impacts on society.
What evidence would you need to see in order to	C3: Indicate which reference was used in sections of the student's text, i.e. in-text referencing would help here.

assign a higher rating (or ratings)?

C4: Become more critical about the issue, talked about more strengths rather than the negatives of the issue.

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

Clearer instructions in the task.

Planning for September Moderation 2018

Are you planning on:

Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing

Please list the criteria to be moderated:

Two 20 mark subsections - Criterion 5: Circular Motion, Gravitational Fields, 2D Momentum, Criterion 6: Electric fields including motion of particles in them

Briefly describe the type of task you plan to look at:

Parts of a mid-year exam that we will offer to our students. Two people will be collaborating on a Criterion 5 part and two people will be collaborating on a Criterion 6 part. Work samples will be provided in advance for photocopying.

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

Patrick Moroney

Email

pmoroney@lcs.tas.edu.au

Sharing Resources

Please provide details of any resources or

We will use our Northern group, emailing to all members of the group to help us prepare our midyears.

teaching or assessment strategies, useful links etc. that were shared in the meeting.

Course Support

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

We would like to see more past exam papers and solutions on the TASC website.

A more detailed marking breakdown for worded answers in the official solutions would be beneficial.

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?

Other: None, as we need the oral presentation as well.

Any comments:

There is obviously more information that would have been covered in the student's oral presentation. Thus as written work, they would be suitable as exemplars on their own. We liked the task very much.