Form Name: Years 11&12 March Moderation 2018 - Report
Submission Time: March 13, 2018 3:02 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	PM
Which Learning Area is this Report for?	Science
Which PM Meeting is this report for?	Sciences - Biology Level 3
Moderation Leader Name	Rebecca Clifford
Moderation Leader Email	rclifford@gyc.tas.edu.au
Minute Keeper (if available)	Rebecca Clifford
Minute Keeper Email	rclifford@gyc.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	Keith Martin-Smith Marty Goss Rebecca Clifford Nicola Anderson Jen Macgibbon Heather Omant Kathy Foster Carly Brouwer Lisa Arthur Bill Albion Sarah Taylor Glenn Carmichael

anyone who was extra on the day	Rhys Endall
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	C8
What rating (or ratings) has the group assigned this Sample?	C
What evidence supports the rating (or ratings) the group has given	correctly identifies fundamental concepts and processes in most questions. Weaker answers for Qu 18 and 19 dropped rating from potential B to C.
What evidence would you need to see in order to assign a higher rating (or ratings)?	correctly explains and describes concepts and processes well in all questions.

What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Qu. 16 - improve understanding of ABO blood types Qu. 17 (b) Much more detail required to explain evolution - ie how environment has changed,how populations become separated which could lead to lack of gene flow and genetic drift etc Qu. 18 - (b) understand that swelling of lymph node is not the inflammatory response

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against	C8
What rating (or ratings) has the group assigned this Sample?	B
What evidence supports the rating(s) the group has given	Correctly describes concepts and processes in the majority of answers. Inclusion of some explanation also occurs in Qu.16 (a) and Qu. 19(a)which were 'A' standard answers.
What evidence would you need to see in order to assign a higher rating (or ratings)?	To be able to apply concepts and processes, to explain continuity of organisms and survival of changes and analyses and interpret complex problems. For eg. improve understanding of X-linked genetics and evolution
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Improve understanding of X-linked inheritance. Much more detail required for evolution question as it is worth 5 marks - should indicate to student that detail regarding spider, environmental pressure, isolation, lack of gene flow, genetic drift and speciation.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against	C8
What rating (or ratings) has the group assigned this Sample?	t
What evidence supports the rating(s) the group has given	does not correctly identify fundamental concepts and processes right across the paper. Understanding of genetics is weak. Evolution answer has been dumped from info sheet. Very little ability to explain or describe continuity of organisms.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Student needs to able to apply fundamental concepts and processes to describe continuity of organisms and survival of changes in relation to genetics, evolution and immunology.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Improve understanding of genetics and inheritance. Much more detail required for evolution question as it is worth 5 marks - should indicate to student that detail regarding spider, environmental pressure, isolation, lack of gene flow, genetic drift and speciation. Avoid information page dump - Qu 19(a) - does not show understanding

Summary of any further samples moderated

Further samples - Criteria assessed against	C8
What ratings have the group assigned this/these Sample(s)?	t
What evidence supports the ratings the group has given	Does not correctly identify fundamental concepts and processes right across the paper. Understanding of genetics is weak. Evolution answer has been dumped from info sheet. Very little ability to explain or describe

	continuity of organisms.
What evidence would you need to see in order to assign a higher rating (or ratings)?	students needs to able to apply fundamental concepts and processes to describe and explain continuity of organisms and survival of changes in relation to genetics, evolution and immunology.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Improve understanding of genetics and inheritance. Much more detail required for evolution question as it is worth 5 marks - should indicate to student that detail regarding spider, environmental pressure, isolation, lack of gene flow, genetic drift and speciation. Convergent and divergent evolution is not on the syllabus and is not relevant here. Avoid information page dump - Qu 19(a) - does not show understanding

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:	2
Briefly describe the type of task you plan to look at:	Each teacher is providing a C2 exam question (has to be authentic - not from past papers)to moderation leader by the end of Term 1. I will choose two samples to be used in test situation or mid-year exam by all teachers during Term 2. I will then provide samples to be marked by all teachers before moderation meeting.
Please state the name of the person supplying the samples for the September moderation	Rebecca Clifford
Email	rclifford@gyc.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.	Enzyme pracs from GYC and Friends - will be placed in drop box. I will add new teachers in to drop box ASAP Friends - have created online discussion forums to assess C4 - students have responded really well. Use of Chlorella algal balls for photosynthesis experiments Link to Harvard Youtube - resistance of bacteria to antibiotics https://vimeo.com/180908160

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	C8 - life cycles of parasites not clearly identified in syllabus document yet was in exam. Classification is not on syllabus but was in exam. Only binomial nomenclature is in syllabus. Teachers felt that if students simply dumped an answer from the info sheet then they should only be able to gain 1/2 mark in total. Antibiotics are not in syllabus but was in exam. Discussion of cutoffs and use of standard document led to a realisation that final cut-off's are taken out of teachers hands. That a 'C' standard can be often so low does not follow the standards document.

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 Sample 3