

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

Submission Time: March 13, 2018 12:00 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	AM
Which Learning Area is this Report for?	Science
Which AM Meeting is this report for?	Sciences - Environmental Science Level 3
Moderation Leader Name	Nicola Anderson
Moderation Leader Email	nanderson@friends.tas.edu.au
Minute Keeper (if available)	Marty Goss
Minute Keeper Email	marty.goss@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

Nicola Anderson
Lynn jarvis
Marty Goss
Ian Riley
Matthew Derrick
Michaela Guest
Clinton Jordan

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

C6

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

B-

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

- The paper on average scored around 21 marks. When converted to a percentage this equated to around a B rating in regards to cutoffs used at end of year marking.
- Some questions required more depth
- In question 16 the student was able to link background knowledge to an unfamiliar

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

- More depth in answers (eg. 16)
- The questions had scope for an A level student to show a basic level of critical thinking. This student did not

ratings)?

reach that level.

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

- In this context (exam paper) the student is encouraged to practice previous exam questions to become familiar with the context and types of questions asked.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C6

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

B

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

- Each question answered was clearly written at a higher standard than sample 1. They showed understanding at an A standard.

- Answer to Qn 16 was high level.

- Minimal mistakes

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

- The student left question 15 blank. This lost them 7 out of 36 marks. They could have gained an "A" if it was answered.

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

- students must attempt all questions.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C6

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

T

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

- Student did not score highly on the questions they attempted
- They left question 15, 16, and half of 12 blank.
- The quality of the answered questions matched the C ratings on the rubric in the TASC document.

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

- Answering the questions (aim to gain at least part marks)

Summary of any further samples moderated

Further samples - Criteria assessed against

C6

What ratings have the group assigned this/these Sample(s)?

T

What evidence supports the ratings the group has given

- Student attempted all questions however their answers were brief and lacking in depth.
- Incorrect answers. Lots of their responses received 0 marks.
- Low level of understanding of criteria topics covered.
- When compared to the TASC document this student

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

did not reach a C standard.

- More depth in their responses.
- An increase in understanding of topics
- scientific language is missing

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:

6

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

- Teachers from south will create a question based on both ENSO and Biodiversity (Criteria 6).
- These questions need to be written by the end of Term 1.
- Moderator Leader will collate and choose 2 questions for all staff to use on Mid-year exam.
- The answers to these 2 questions will be assessed prior to september moderation.

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

Nicola Anderson

Email

nanderson@friends.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.

Nicola - shared state of the forests Tasmania booklet & practical investigation on smoke impact on germination.

Course Support

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

- Ensure that the exam matches the TASC document accurately including the teaching and learning supplement
- Release the information booklet to teachers ASAP

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 6