Form Name: Years 11&12 March Moderation 2018 - Report
Submission Time: March 13, 2018 8:45 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 - Physical Sciences Level 3
Moderation Leader Name	Deborah Beswick
Moderation Leader Email	deborah.beswick@education.tas.gov.au
Minute Keeper (if available)	Chris Evenhuis
Minute Keeper Email	cevenhuis@calvin.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	Belinda Tyrrell Deborah Beswick Peter Crofts Chris Bracken Katrina Munting Satwinder Kaur Paul van Tienen Brendon Gourlay Andrew Jones David Zehmeister Matt Wilson Peter Smythe

anyone who was extra on the day	Geoff Gaskell Sophie Creet Kate Baldry Chris Evenhuis Leahanne Reid Stephen Dodge Jason Hoare Ron McGuiness Jake Bevan 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:	Elsa Rector, Lisa Colombo , Courtney Thirgood , Hannah Windle
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	Belinda Tyrrell

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against	C1 C2
What rating (or ratings) has the group assigned this Sample?	1C and 2 C
What evidence supports the rating (or ratings) the group has given	The candidate had poor use of significant figures and did not use units correctly. The discussion was not easy to follow and did not explain the concepts involved such as the meaning of conservation of momentum and what is meant by an elastic collision.

What evidence would you need to see in order to assign a higher rating (or ratings)?	Better use of significant figures. Correct use of units. Logical setting out of key information. The reader needs to be guided through the discussion with a explanation of what is going on.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Explain the concepts that are being investigated. In this case, what do the conservation laws actually mean? Give students a model practical report and point out what makes the difference between a good and mediocre report.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against	C1 C2
What rating (or ratings) has the group assigned this Sample?	B for both
What evidence supports the rating(s) the group has given	Communication was clear but there was still poor use of significant figures. There was some confusion in the discussion. The conclusion needed to be more explicit . There was confusion between the two laws.
What evidence would you need to see in order to assign a higher rating (or ratings)?	A clear explanation of what is being investigated. What actually is an elastic collision.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Include some theoretical explanation to guide the reader through the discussion.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against	C1 C2
What rating (or ratings) has the group assigned this Sample?	1 B 2 B
What evidence supports the rating(s) the group has given	The overall presentation was clear and easy to follow. Equations were well displayed. Explained the conservation of momentum but confused about elastic collisions.
What evidence would you need to see in order to assign a higher rating (or ratings)?	A clear demonstration of understanding of the concepts involved. An investigation of the source of the major error. Consistent use of correct significant figures.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Provide a model practical report highlighting what is good about it.

Summary of any further samples moderated

Further samples - Criteria assessed against	C1 C2
What ratings have the group assigned this/these Sample(s)?	1 B+ 2 B+
What evidence supports the	The report was well structured and easy to follow. The use of equations and diagrams helped. Use of significant

ratings the group has given	figures was good but not perfect. Sybols were not used consistently.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Better discussion around sources of error and ways of minimizing them. Better use of significant figures, consistent use of units and symbols. Avoidance of rounding erros when processing data.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Teach how significant figures can be used correctly.

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:	Criterion 4 with a taste of Criterion3
Briefly describe the type of task you plan to look at:	This will be a summative test supplied by Chris Evenhuis Another will be supplied by Andrew Jones Andrew.Jones@collegiate.tas.edu.au Andrew.Jones@collegiate.tas.edu.au
Please state the name of the person supplying the samples for the September moderation	Chris Evenhuis
Email	cevenhuis@calvin.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.	There was not time to do this. Assessing 5 items was a lengthy process. We recommend a smaller number of samples in future.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	It would be nice if we could access the syllabus document as a word document. If the pagination was changed it would help so that the criterion statements are not split over a page.

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 4