

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Chemistry Level 4

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

B

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Lack of clarity in written responses.

Restating the question rather than explaining.

Good understanding in general.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Using state symbols.

Explaining in more depth rather than re-state question elements.

When identifying oxidisers/reducers, the compound must be identified, not just a single element.

Exposure/practice to/with more questions with unfamiliar stimuli like question 2.

Sample 1 - Summary of group consensus with comments to element level if applicable.

Very broad spread on this paper.

Generally, after discussion, the top and bottom ends pulled inwards to a B.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Emphasise in RedOx that oxidation states are referring to specific atoms rather than groups of atoms, specifically other than oxygen and hydrogen.

Exposure to more questions with unfamiliar stimuli like question 2.

Ambiguity in questions made achievement in Q2 and Q4 difficult.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

B

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Struggled to apply knowledge effectively to unfamiliar circumstances.

Lack of key terminology and linking back to the question prevents an A; however, solid general understanding to support B level understanding according to the standards.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Oxidation states were a real tripping point.

Missing half-marks for small errors in terminology and nuance.

Read the questions properly to complete all aspects of questions.

Link observations and answers to the question specifically.

Inaccurate use of oxidation/reduction/oxidiser/reducer.

Identify species preset initially in a question

Sample 2 - Summary of group consensus with comments to element level if applicable.

After discussion, the spread condensed to a B.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Emphasise the value in determining oxidation states as the basis for most questions before building up to an answer.

Marking schemes down to half marks makes it difficult to gain full marks in many questions.

Emphasise for higher-level achievement that key terminology is compulsory. Equally laying solid foundations in explanations before linking to the stimulus is important.

Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criterion 6

State the name of the person who will be

Hutchins School

providing the samples for moderation

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Chemistry Teams site encouraged to use as a place for shared resources.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Common understanding of internal vs external marking expectations, marking schemes, to not inadvertently overmark or undermark individual classes against the state (referring to the 'magic number' given by TASC upon reflection of which students performed above or below their internal ratings).