

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Computer Applications Level 2

Moderation Details for Calibration - Sample 1

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

Criterion 2 = Overall, Element 1, Element 3

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

The pre-submissions show a range of marks. A to C-. Group decided C+ as final mark

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

Sample has described some the social and ethical issues, included a bibliography and some in text referencing. They have not explained and justified the ethical concerns so they cannot be given an A.

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

We would need them to justify the points raised as to why this technology would be beneficial or detrimental socially or ethically.

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

The task allowed assessment of elements 1 and 3, but at a good C level but not at an A level.

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

A marking scheme attached to the assessment task did not show the criteria and standards to be assessed but teacher developed marking scheme that bears no relation to the criteria. Attachment of the Criteria to be assessed and the standards for the elements to be used for assessment would be beneficial.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF

Criterion 2 = Overall, Element 1, Element 3

SELECTED the elements within that criterion

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

Pre-submission - Range of marks for C to t. Final rating of t+

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

There is no formal language, little reference to social and ethical issues. There are no references at all.

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

A broader look at the social and ethical issues and a discussion of those. A reference list and some referencing of images used. Use more technical language, there is a lack of formal language.

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

The task allowed assessment of elements 1 but not 3 as no referencing was provided for either text or graphics used. There was only a couple of points made with no elaboration for C1 so evidence was scarce for this criteria.

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

A marking scheme attached to the assessment task did not show the criteria and standards to be assessed but teacher developed marking scheme that bears no relation to the criteria. Attachment of the Criteria to be assessed and the standards for the elements to be used for assessment would be beneficial.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall, Element 1, Element 3

Sample 3 - What rating (or ratings) has the group assigned this sample?

Pre-assessment C+ to t. After discussion on the Criteria the group settled at a t+.

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Only very minimal mention of any social or ethical issues What was mentioned was not elaborated on which could have lifted their result. There was no bibliography or referencing of any kind

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

It was mentioned that each of the students had a discussion with the teacher and the content of this discussion may have helped. Elaborating on some of the questions mentioned to explain would also have helped.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Only element 1 addressed minimally.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

A marking scheme attached to the assessment task did not show the criteria and standards to be assessed but teacher developed marking scheme that bears no relation to the criteria. Attachment of the Criteria to be assessed and the standards for the elements to be used for assessment would be beneficial.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall, Element 1, Element 3

Sample 4 - What rating (or ratings) has the group assigned this sample?

Pre-assessment ratings from A- to t. After discussion of work and standards group settled at C-

Sample 4 - What evidence supports the rating (or ratings) the group has given?

While the advantages are taken from a website, they are valid advantages. There was some in-text referencing.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Rather than looking at advantages and disadvantages it would have been far better for the student to talk about responsibility, access and topic had great scope for this. Better acknowledgement of sources also required. It is quite derivative.

Sample 4 - Summary of group consensus with comments to element level if applicable.

Fits with Element to some extent but borderline between t and C. In-text referencing provided but not a reference list

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

A marking scheme attached to the assessment task did not show the criteria and standards to be assessed but teacher developed marking scheme that bears no relation to the criteria. So attachment of the Criteria to be assessed and the standards for the elements to be used for assessment would be beneficial.

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 5 - It was thought that text and oral assessment converted to text would be useful when assessing this criteria.

moderation.

State the name of the person who will be providing the samples for moderation

Andrew McKenzie-McHarg and Greg Timms will collaborate to provide some samples for moderation of this criterion.

Sharing Resources

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

Request made for people to contact Belinda to be added to the Digital Technologies Team so participants can be part of the discussion of new course development and to share resources. Microsoft teams. Email Belinda for Access

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:

Liked the idea of the extra 50 hr units that were more specific such as the Digital Entertainment.