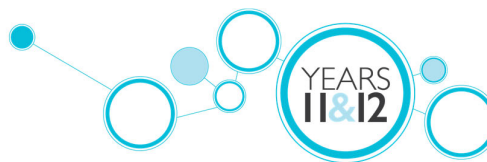


# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

Science - 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 2 = Overall  
Criterion 3 = Overall

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

Criterion 2 C-B Criterion 3 C-B

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

We assume we are marking against all elements of the TASC standards.

However, we acknowledge that the actual task given to the students may not have included all elements.

It is not possible for us to meaningfully assess when we do not have the task as supplied to the students or the marking rubric.

The task appeared to be mathematical rather than Chemistry/ science based.

The relative weightings of each of the elements needs to be clear to the students and assessors to be able to moderate effectively.

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

We are in agreement that the absence of analysis of the possible improvements in the experiment prevent all three samples from achieving an A rating

We are also in agreement that the lack of discussion of students' observations when performing the experiment was also detrimental to a higher rating. The reports are so general we wonder if they performed

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

the experiments. For example, no mention of metal falling from the electrode, distance between electrodes, difficulty weighing, keeping the current constant, measuring time, accuracy of balances etc

All students demonstrated a lack of understanding of how to manipulate the data.

Students have demonstrated an attempt to make sense of the data provided.

Sample 1 included some reference to potential errors.

Data was well presented in the form of graphs and tables for all students.

Student 2 acknowledged the risk inherent with performing the practical.

These students may have met all requirements of the set task very successfully, however we are unable to determine this.

The aim of moderation is to discuss assessment practices and reach consensus and this has able to be done.

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

This task has highlighted the need for a clear task and associated marking guide for meaningful moderation.

In science, a succinct and elegant short explanation (using symbols, formulas, diagrams etc where appropriate) can show the greatest understanding and we don't want to encourage fluffing just to fill any word count requirements.

## Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall  
Criterion 3 = Overall

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

Criterion 2 C Criterion 3 C

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

see comments Sample 1

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

see comments Sample 1

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

see comments Sample 1

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

see comments Sample 1

### 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  
Criterion 3 = Overall

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

Criterion 2 C-B Criterion 3 C-B

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

see comments Sample 1

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

see comments Sample 1

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

see comments Sample 1

applicable.

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

see comments Sample 1

## Planning for March Moderation 2020 - Statewide Samples

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

C4 and C5

## Sharing Resources

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

C4 task that involves an experiment (C2) as an investigative task in development.

## Course Support

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

Perhaps you could be a formal link to UTAS and industry. Allowing us to extend student experience that is linked to TASC courses. Statewide rather than led by individual teachers.