2019 September Moderation - Report

Meeting Details

Meeting took place in:	South
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 - B, Criterion 3 - B
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Criterion 2 - Student has analysed and interpreted experimental data in order to investigate and confirm the relationship between electrical charge, number of moles of electrons and changes in the mass of the electrodes, in an electrolytic cell. Criterion 3 - Student has collected adequate experimental data and used an appropriate scientific format to communicate this data.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Criterion 2 - Identification of significant limitations and sources of error, and critical evaluation of the experimental design, including discussion of improvements. Criterion 3 - A greater focus on collecting information from a variety of resources.
Sample 1 - Summary of group consensus with comments to element level if	Criterion 2 - It was decided that the initial spread of results was due to interpretation of which elements of this criterion were the focus of this piece of work and/or the weight given to each element. A robust discussion ensued about assessment task design and the

applicable.	importance of explicit instruction to students as to which element/s of a given criterion are being assessed on a particular task. Alternate methods of communicating this information to students were discussed. Criterion 3 - Again, it was decided that the initial spread of results was due to interpretation of which elements of this criterion were the focus of this piece of work. It was suggested that the seemingly over-representation of referencing in the elements of this criterion makes assessment of this criterion quite narrow.
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The importance of explicit instruction to students as to which element/s of a given criterion are being assessed on a particular task and the use of different methods of communicating this information to students. A broader discussion with students regarding the selection of appropriate formats for effective communication of scientific information for specific audiences and purposes.

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?	Citerion 2 - C+, Criterion 3 - B
Sample 2 - What evidence supports the rating (or ratings) the group has given?	Criterion 2 - Student has made an attempt to interpret the experimental data in order to investigate the relationship between electrical charge, number of moles of electrons and changes in the mass of the electrodes, in an electrolytic cell. Criterion 3 - Student has collected adequate experimental data and used an appropriate scientific format to communicate this data.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Criterion 2 - Critical analysis and interpretation of the experimental data and identification of significant limitations and sources of error. Criterion 3 - A greater focus on collecting information from a variety of resources.
Sample 2 - Summary of group consensus with comments to	Criterion 2 - It was decided that the initial spread of results was due to interpretation of which elements of this criterion were the focus of this piece of work and/or the weight given to each element.

element level if applicable.	A robust discussion ensued about assessment task design and the importance of explicit instruction to students as to which element/s of a given criterion are being assessed on a particular task. Alternate methods of communicating this information to students were discussed. Criterion 3 - Again, it was decided that the initial spread of results was due to interpretation of which elements of this criterion were the focus of this piece of work. It was suggested that the seemingly over-representation of referencing in the elements of this criterion makes assessment of this criterion quite narrow.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The importance of explicit instruction to students as to which element/s of a given criterion are being assessed on a particular task and the use of different methods of communicating this information to students. A broader discussion with students regarding the selection of appropriate formats for effective communication of scientific information for specific audiences and purposes.

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 - B, Criterion 3 - B-
Sample 3 - What evidence supports the rating (or ratings) the group has given?	Criterion 2 - Student has analysed and interpreted experimental data in order to investigate and confirm the relationship between electrical charge, number of moles of electrons and changes in the mass of the electrodes, in an electrolytic cell. Criterion 3 - Student has collected adequate experimental data and used an appropriate scientific format to communicate this data.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Criterion 2 - Identification of significant limitations and sources of error, and critical evaluation of the experimental design, including discussion of improvements. Criterion 3 - Clear communication when using appropriate scientific formats. A greater focus on collecting information from a variety of

	resources.
Sample 3 - Summary of group consensus with comments to element level if applicable.	Criterion 2 - It was decided that the initial spread of results was due to interpretation of which elements of this criterion were the focus of this piece of work and/or the weight given to each element. A robust discussion ensued about assessment task design and the importance of explicit instruction to students as to which element/s of a given criterion are being assessed on a particular task. Alternate methods of communicating this information to students were discussed. Criterion 3 - Again, it was decided that the initial spread of results was due to interpretation of which elements of this criterion were the focus of this piece of work. It was suggested that the seemingly over-representation of referencing in the elements of this criterion makes assessment of this criterion quite narrow.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The importance of explicit instruction to students as to which element/s of a given criterion are being assessed on a particular task and the use of different methods of communicating this information to students. A broader discussion with students regarding the selection of appropriate formats for effective communication of scientific information for specific audiences and purposes.

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criterion 4 and Criterion 5

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	The importance of explicit instruction to students as to which element/s of a given criterion are being assessed on a particular task The use of different methods to communicate standards to students. Discussion with students regarding the selection of appropriate formats for effective communication of scientific information for specific audiences and purposes.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	Provision of meaningful and timely opportunity to teachers to be involved in discussions regarding alterations and improvements to the content design, assessment and focus of this course, both in its short-term, and long-term delivery.