│ Chemistry Curriculum and Methodology A

Summative Task: Construction of a Skills & Applications Task (SAT)

Construct a Test (or negotiated alternative), as a Skills and Applications Task, appropriate for use in the Stage 2 Chemistry curriculum.

The SAT should focus only on the content outlined in the *Science Understanding* and *Science as a Human Endeavour* from the Teaching Folio sequence allocation.

The SAT should consist of between 50 and 60 allocated marks and include a full set of worked solutions or suggested responses.

Complete a Marks Grid for the SAT, and audit it with respect to the allocation of marks to *specific features* and the *differentiation of questions*.

Assessment

The constructed SAT – Test, Suggested Solutions and Marks Grid, is to be submitted electronically via MyUni. The digital resource will be shared with the group, with your consent, to extend the resources repository.

Learning Outcomes

* Demonstrate deep knowledge and understanding of the complexity of the discipline and the teaching strategies of the learning area.
* Design and sequence unit and lesson plans based on essential content of the subject area, curriculum, including effective assessment principles.
* Assemble a range of subject-appropriate resources, including online, that engage a diversity of students in their learning.

Assessment Rubric Student:

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| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Design Criteria** | **Fail**  **0 < F < 49%** | **Pass**  **50 < P < 64%** | **Credit**  **65 < C < 74%** | **Distinction**  **75 < D < 84%** | **High Distinction**  **85 < HD < 100%** | **Weighting** |
| **Suitability of questions** | Constructs questions and solutions which demonstrate limited suitability | Constructs questions and solutions which are mostly suitable | Constructs suitable questions and solutions | Constructs highly suitable questions and solutions | Constructs perceptive and highly suitable questions and solutions | 5% |
| **Differentiation of questions** | Demonstrates limited differentiation of questions | Demonstrates some of differentiation questions | Demonstrates a range of differentiated questions | Demonstrates a range of highly differentiated questions | Demonstrates a range of highly appropriate (in all grade bands) and highly differentiated questions | 5% |
| **Identification of Assessment Design Criteria – Allocation of Performance Standards** | Allocates appropriate criteria on limited occasions | Allocates appropriate criteria on some occasions | Allocates appropriate criteria in most occasions | Allocates appropriate criteria on all occasions | Allocates highly appropriate criteria on all occasion in an effectively balanced distribution | 5% |
| Result: | 15% |
| Comments: |  | | | | | |

SAT – Analysis: Marks Grid

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **IAE1** | **IAE2** | **IAE3** | **IAE4** | **KA1** | **KA2** | **KA3** | **KA4** | **Difficulty** |
| 1 |  |  |  |  |  |  |  |  | High, Moderate, Low |
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