**Ben -** My name is Ben, and I am a Product Design and Technologies teacher. This video will focus on moderation of students' work in VCE Units 3 and 4. What is moderation of student work? Moderation is a process used in assessment to ensure fair and consistent marking by comparing and verifying the assessment outcomes among teachers.

The primary goal of moderation is to establish a common understanding and application of assessment criteria in school-based assessment. School-based assessments are an opportunity to engage with the strengths of the cohort and provides within cohort specific contexts. Moderation provides opportunities for effective collaboration amongst the teachers.

Just what is moderated in Units 3 and 4? All school-based assessments should be moderated in Units 3 and 4. In VCE Product Design and Technologies, this includes the School-assessed Coursework and the School-assessed Task. In VCE Product Design and Technologies, there are two School-assessed Coursework tasks across the year. There is one School-assessed Coursework task in Unit 3 Outcome 1, and another in Unit 4 Outcome 2. The School-assessed Task is taught and assessed across Unit 3 Outcomes 2 and 3, and Unit 4 Outcome 1. School-assessed Coursework. Schools need to ensure that the assessment criteria used for the School-assessed Coursework is consistent across the student cohort.

If there are two classes of VCE Product Design and Technologies being taught at Units 3 and 4, the same assessment criteria needs to be used to assess the cohort. The assessment criteria needs to relate to only the key knowledge and key skills being assessed. School-assessed Task. When assessing the School-assessed Task, teachers are using the mandated assessment criteria, indicators and levels of performance. Teachers are assessing how students are demonstrating their understanding of the content taught through the teaching and learning programme in Unit 3 Outcome 2 and 3 and Unit 4 Outcome 1. The mandated criteria and descriptors published annually by the VCAA must be used to assess the School-assessed Task. The purpose of all school-based assessment, including the School-assessed Task, is to rank the student cohort. It is important that the teacher uses the mandated criteria and descriptors to rank the school cohort fairly.

So when moderating student work, it is important that the teachers review their understanding of the assessment criteria, indicators, and levels of performance to ensure there is a common understanding of how the mandated criteria will be used to mark the student cohort. School-assessed Coursework. When developing School-assessed Coursework tasks, the teacher should ensure that the task allows for students to show differentiation.

The School-assessed Coursework should include questions or sections with a point range of marks such as six to eight, to allow students to demonstrate differentiation in their understanding of the course content. This differentiation helps in ranking the cohort. School-assessed Task. Discuss with your moderation group at the beginning of the year how each criterion will be assessed and what level of response the moderation group will be looking for. This makes it fair for each student in the cohort. Weight indicators in each criterion to suit the student cohort, and share this understanding as a moderation group. The purpose of the SAT is to rank your student cohort against each other, not against other students in the state. Key points for School-assessed Task.

Teachers must assess the evidence provided by the student, and this can be through what they say, do, make, write and draw. Remember to use the authentication reference form to document and refer to evidence. You must be objective when applying the assessment criteria to a student's response. The following examples are things that should never influence a student's score: 'if they worked very hard', 'if their behaviour was appalling', 'if their handwriting was too messy', 'if there are a lot of typos', and 'if their record of evidence is "all over the shop" and out of order'. You must remember to always be fair and equitable to the student's response you are assessing, and also to the rest of the cohort, then you can rank the student cohort.

When should moderation occur? Moderation should occur directly after each specific assessment is completed. The ranking of a student cohort. For the SAT, Unit 3 Outcomes 2 and 3 and Unit 4 Outcome 1, moderation should occur directly after students submit their responses to the SAT assessment criteria one to three. The scores for these three SAT criteria are due in July. Moderation should also occur directly after students submit their responses to the SAT assessment criteria four to eight. The scores for these five criteria are due in November.

Who to moderate with? You can moderate with other Product Design and Technologies teachers. If there is more than one teacher of the study, you can moderate together. If there is only one teacher, you can moderate with another teacher who has taught the study in the past or is based in another school. Schools in a partnership with another school are considered one cohort, and both teachers should plan assessment and moderate together.

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