

# Assessment

WACE and IBD

	WACE	IBD	Game breaker?
How many subjects are studied?	Five (or six) courses Best four count towards TEA	Six subjects + CAS + TOK All count - minimum grade needed	Breadth Challenge or cruise Probably key factor

	WACE	IBD	Game breaker?
Where do the marks come from?	<p>School mark 50%</p> <p>Exam mark 50%</p> <p>Only year 12 work examined</p>	<p>Typically, school mark 20% to 30%</p> <p>Exam 70% to 80%</p> <p>(but Literature and Lang B up to 50%)</p> <p>Year 11 and 12 work examined</p>	<p>More emphasis on final exam</p> <p>different but not crucial</p>

	WACE	IBD	Game breaker?
Length of exams	3 hours	HL = 5 hours SL = 3 hours	No
Retakes	The following year	After 6 months	No
Exam period	First working day in November for 4 weeks	3rd November to 20th November 2008	No

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Approach to assessment	Generate rank order	Criterion referenced	Moderately significant Competitive or supportive environment Less need for marks adjustment

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Marking process	Marking guide Double marking Reconciliation	Criterion descriptors Marking guide Single marker Marks moderated by team leader	Probably not

	WACE	IBD	Game breaker?
Marks adjustment (1)	<p><b>1. Moderation</b></p> <ul style="list-style-type: none"> <li>on basis of WACE exam results</li> <li>one school's results can be compared to another</li> </ul> <p><b>2. Standardisation</b></p> <ul style="list-style-type: none"> <li>all marks put on common scale - allows comparison year on year</li> </ul>	<p>External moderation of school based work</p> <p>Subjects marked using same criteria each year</p>	Not yet

	WACE	IBD	Game breaker?
Marks adjustment (2)	<p><b>3. Scaling</b></p> <ul style="list-style-type: none"> <li>● Puts all courses on a common scale</li> <li>● Average Marks Scaling compares the marks of students studying each course</li> <li>● For example: if ECONS group do better across their subjects than AC group ECONS scaled up compared to AC)</li> </ul>	All subjects treated the same	<p>Could be a factor</p> <p>Diploma - no games or tactics - no surprises</p> <p>Untried scaling of COS</p>

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Bonus marks	<p>3. Scaling (continued)</p> <ul style="list-style-type: none"> <li>15 bonus marks awarded 'as part of the scaling process' to encourage students to take Level 3 courses within a subject. Differentiates marks scored at Level 2 and Level 3.</li> <li>Maths is different! <ul style="list-style-type: none"> <li>2C/2D +10 (Harder level 2)</li> <li>3A/3B +20 (Easier level 3)</li> <li>3C/3D +30 (Harder level 3)</li> </ul> </li> <li>Max total in Maths still 100</li> <li>Bonus marks processes subject to review</li> <li>Language B bonus from 2012 (+10 on TEA?).</li> </ul>	All subjects treated the same	<p>Could be a factor</p> <p>Can't predict outcome of scaling in new system - no precedent</p>

## WACE and IBD to TER

Calculating the final score

### Student X

Literature 70.4

History 74.3

Chemistry 58.7

Human Biology 69.8

Applicable Maths 62.3

Literature 6

History 6

Chemistry 4

Human Biology 5

Maths 5

Lang B 4

CAS +TOK 3

TEA = 352  $\Rightarrow$  TER = 92.4  $\leftarrow$  IB = 33

Conversion table

99.80 = 43

98.85 = 40

94.20 = 35

84.50 = 30

72.65 = 25

98.10 Science/Engineering

96.50 Law combined

93.95 Computing/Economics

88.05 Arts/Commerce

80.00 Eligibility for UWA

## WACE and IBD to TER

Which pathway  
will produce  
the highest  
score?

Impossible to say

Universities believe their conversion  
table is fair and recognises different  
(more onerous) requirements  
(6 subjects, Language B, CAS, TOK)  
Built in Language B TER bonus

Which pathway  
produces the  
better  
outcome?

Broader internationally benchmarked  
education  
Better able to cope with university

This is the game breaker!