

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

Statewide

Which meeting is this report for?

Technologies – Electronics Foundation Level 2

## Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Element 1, Element 2, Element 3

Criterion 6 = Element 1, Element 3

Criterion 7 = Overall

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

C2 = B-, C6 = C-, C7 = C

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

C2 - there was no line of best fit on the graph. The graph was not accurate, however, the explanations of the data were good.

C6 - data was incomplete, so student didn't realise that some of the results were not accurate.

C7 - was able to use correct formulas to find power/voltage but couldn't get answers from the calculations.

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

C2 - line of best fit on graph. More care taken to present information accurately on the graph.

C6 - take more care to ensure all data is gathered and analysed.

C7 - show all working out so that errors can be identified/rectified.

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

Agreed:

C2 - Student needs more practice with the presentation of data in graphs.

C6 - Student needs more practice at interpreting data and recognising when data is not accurate.

C7 - This sample provided some evidence for all the elements in this criterion.

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

Student requires more practice with calculations. Teachers could provide worked examples of Ohms Law applications at an A, B and C rating so student knows what each one requires. Teachers could also demonstrate how to solve the problem on the whiteboard/smart screen.

### Moderation Details for Calibration - Sample 2

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

Criterion 2 = Element 1, Element 2, Element 3

Criterion 6 = Element 1, Element 3

Criterion 7 = Overall

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

Sample 1: C2 = C, C6 = C, C7=C-

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

C2 - No line of best fit, no scale on graph. Graph was not presented well on the sheet.

C6 - some data was not correct. Some data was not transposed correctly. Student mixed up the resistors and used the wrong one in the calculations. Student did not use any resistor power ratings.

C7 - the Ohms law calculations were correct but the student could not reach the correct conclusions from those calculations. No units of measurement were used.

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

C2 - labelling of axes and scale. Line of best fit on graph. More care taken to present information accurately on the graph.

C6 - take more care when analysing raw data. Make sure all information is included eg resistor power ratings.

C7 - show all working out so that errors can be identified/rectified. use correct units eg, volts, ohms etc.

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

Agreed:

C2 - Student needs explicit teaching on presentation of data in graphs.

C6 - Student needs more practice at interpreting data and recognising when data is not accurate.

C7 - This sample was mathematically poor across all elements.

Sample 2 - What actions would you recommend for

C2 - creating /drawing graphs to represent data may need to be specifically taught.

teachers to help the student attain a higher rating (or ratings)?

C6 - more practice at interpreting data and transposing raw data required.

C7 - more practice with maths and in particular the maths specific to the subject.

### Planning for September Moderation 2020 - Statewide Samples

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

C5 from mid-year. Specific elements to be determined.

State the name of the person who will be providing the samples for September moderation.

Jan Phillips

### Sharing Resources

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

An Electronics Team has been set up in Microsoft Teams and all teachers have been invited to be part of that. We are using this as a way to share resources and communicate, especially with those outside DoE.

### Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

Very briefly discussed the need for us to start having conversations as to what Electronics would look like in the future. It is hoped that the Teams environment will help facilitate this.