

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Automotive and Mechanical Technologies 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 1 = Overall, Element 2

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

Ratings ranged from A - C

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

All teachers (except I) assumed that the sample was to cover the entire criteria 1.

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

Clearer instructions. Question/answers that require longer answers that give the assessor a better idea of understanding

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

Marks would be adjusted to a higher level due - with the teachers understanding that assessment was for part of the criteria all agreed that marks increased.

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

Revision of the learning material before attempting assessment. Modify the material for longer answers.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall, Element 2

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

B -

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

Once the group understood that the sample was only on part of the criteria/element then marks were decidedly closer.

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

Student to answer more questions correctly

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

Marks concluded that sample was lower rated than sample 1. Approx. C - C+
Sufficient only to part of criteria/element

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

- 1 modify material to allow for longer answers.
- 2 state that the assessment is for part only of the criteria/element
- 3 spend time revising learning material relevant to assessment

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall, Element 2

Sample 3 - What rating (or ratings) has the group assigned this

Ratings from B - C &

sample?

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Discussion of specific questions.

The misunderstanding of the samples being only a portion of one element for criteria 1.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

more correct answers.

Sample 3 - Summary of group consensus with comments to element level if applicable.

C - B

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Revision of safety principles before attempting test - focus on key themes in test.

Modify test to allow for further information (long answers) from students

Planning for March Moderation 2022 - Statewide Samples

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

Continue assessing samples from Criteria 1 elements 1 and 3

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

Kerry Garwood

Sharing Resources

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

none

Course Support

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

Areas Of discussion

course restructure in the coming years

the option for 50 hour learning "modules" - particularly help for late starting students

stronger focus towards electrical - and the implications of teaching electric vehicles