

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Design and Production 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 = Overall

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

t+

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

Not enough evidence for a pass. Didn't identify constraints or precedents etc. No design concept sketches/workshop drawings etc. No evidence of testing or trialling. No referencing

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

element 3: needed to include some sketches
element 4: needed to include elements of testing in the process - iteration of the design to show design decisions.
element 5: needed to reference some images or do some research

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

Agreed T rating was appropriate

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

Make sure the research relates and connects to their final design.
Scaffold the parts of the design task. This can be done by providing students with a document with the tasks broken down into small parts -including leading questions. Give feedback at each major step -ensuring this is acted upon before progressing to the next step. Having a shared document provides a way for the teacher to encourage progress and give feedback.
Build up drawing skills with activities to encourage the ability to communicate and grow their ideas (ideate)

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall

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?

Strong research and images, a lot of sketching.
Research and justified why they are selecting materials.

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

Needs to improve the sketching to show the iteration of the design.
Detailed considerations needed such as cost could be more specific.
The final design drawing could have included a 3D drawing

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

Consensus reached easily

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

as for sample 1

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall

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

a

sample?

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

Excellent sketches and drawings which were well annotated. Didn't rely on the proforma supplied by the teacher and extended on it. Images of precedents with good, bad, inspiring annotations were excellent. Extra elements such as information about wood finishes, hardwood and softwood, and design factor influences made the sample more comprehensive and provided evidence of deeper design thinking.

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

Final design is too simple for a higher grade

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

Easy consensus

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

as for sample 1

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?

c

Sample 4 - What evidence supports the rating (or ratings) the group has given?

The work covered all elements, some were basic, but all felt not a 't' as all parts were attempted

Sample 4 - Summary of group consensus with comments to element level if applicable.

Textiles Teachers are an agreeable lot and reached a consensus.

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall

Sample 5 - What rating (or ratings) has the group assigned this sample?

b

Sample 5 - What evidence supports the rating (or ratings) the group has given?

Felt this had good depth for design process documentation and met the brief with more detail than sample 1.
 Needed more testing but good link to user needs by adding personal photos on the book cover. Showed examples of failed attempts but these needed more explanation.

Sample 5 - Summary of group consensus with comments to element level if applicable.

Reached consensus

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

as for sample 1

Moderation Details for Calibration - Sample 6

Sample 6 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Element 1

Sample 6 - What rating (or ratings) has the group assigned this sample?

a

Sample 6 - What evidence supports the

Good documentation of the process overall

rating (or ratings) the group has given?

Referenced where initial images and ideas came from.
Covered all elements thoroughly including documentation of the process.

Sample 6 - Summary of group consensus with comments to element level if applicable.

Reached consensus

Sample 6 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

as for sample 1

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 3

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

Lenna Green - textiles samples, Ruth Downham - glass, Robert Bastick-wood, Stephen Boag- metal

Sharing Resources

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

none discussed

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:

A strong focus on design as well as production skills in Year 7 to 10 will lead to increased preparation of students for TASC2 courses and Object Design.