

2021 March Moderation - Report



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 5 = Overall

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

Wood/Metal Sample 1 b-

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

Evaluating each element revealed that the sample 1 did have evidence of student reflection and recommendations. There was also evidence of modifications made as a result of these recommendations. There was a fair bit of journal writing done to reflect on the making process and the quality of the final product.

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

An absence of clear aims in the folio made it difficult to evaluate the effectiveness of the project but there was enough information to see the student made significant progress towards their goals even if these weren't succinctly stated. To some groups this made it difficult to assess above a C rating.

Several groups would like to see more evidence of thorough planning eg sequence of steps and drawing, as many of the modifications appeared to be made because of inadequate planning

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

B- was an average of each group's feedback and was close to group consensus as we were able to achieve.

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

Clear project aims and an evaluation that addressed how well these aims were met.

 Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall

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

Wood/metal sample c

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

Most groups agreed that there was only evidence of reflection and virtually no recommendations made to improve or modify their project. The student saw the project idea in a google search and made exactly what they saw with little modification. There were a number of journal entries discussing teacher assistance.

Some positives included the construction of a prototype (not to scale) and a full size drawing on the workshop floor.

The teacher had scaffolded the project documentation with charts and regular folio entries.

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

They need stated project aims

Significantly more reflection of their plans, process, product and own performance.

Evidence of modifications made as a result of reflections

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

C was the group consensus

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

Insist on stated project aims before construction can begin.

Make recommendations for change, implement these and evaluate the effectiveness of these changes.

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Overall

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

Design Production- Textiles group - led by Shanli Perkins - C

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

Not a lot of evidence to support the reflective considerations. One sentence answers with no detail

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

More analysis of reflection for planning, making, experimenting and completing design

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

Some ranked this as a low C minus possible t but most agreed on C as a general rating. Some evidence of appraisal and refining but this was limited

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

Paragraph type answer to reflect on all parts of the design process

Moderation Details for Calibration - Sample 4

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

Criterion 5 = Overall

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

B

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

General consensus on this sample was B rating as it had mention of adjustments, reasoning, suitability, techniques and processes that worked or were corrected

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More evidence of reflection to define design choices including experimentation and investigation to strengthen the reflection component on why design decisions were made

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

The sample showed evidence of reasoning and reflection as to why the design was made the way it was.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Continual reflection from start to the finish of the project, reflect and appraise as research, plan, design and make- not just a reflection at the end of the project.

Planning for September Moderation 2021 - Statewide Samples

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

Criteria 2

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

Textiles - Mary Thomas and Wood/Metal Simon Boonstra

Sharing Resources

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

Textiles Sharing Resources ; mentioned ideas for first briefs; op shopping and journal covers, dying and bleaching

Wood/Metal - ideas for scaffolding weaker students through the design process that we saw in samples included prototyping

that were 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:

One staff member mentioned the assessment rubric method (as done for Object design). An assessment rubric might be useful for updating this course in the future. This course has to maintain a practical focus- all agreed we love the minimum of two minor and one major design for the year in textiles with the one major project having a write up for assessment. Keep this subject practical- applied hands on learning whenever possible.