

2021 March Moderation - Report



Which meeting is this report for?

Electronics Level 3

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Overall

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

B+

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

Can answer many of the more complex/difficult questions but missed some of simpler questions (e.g. Q8b incorrect diagrams)

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

understanding capacitors in series & parallel, and RC circuits operation (Q13)

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

A quick refresher on basic principles topics

Moderation Details for Calibration - Sample 2

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

Criterion 4 = 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?

Student was able to answer the simpler questions, but made many mistakes or incompletely answered the more difficult questions

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

more evidence of understanding application of logic gates, counter circuits and RC timing circuits work.

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

Student should check that they have fully answered the questions
Further study on counting circuits, logic gates and RC timing circuits.
exposure to a broader range of sample circuits and questions

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall

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

C

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

many unanswered questions
only questions on simpler concepts answered correctly

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

more detail given in answers
more questions answered

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

practice on exams, to help student get more confident with answering questions
more practice questions.

Moderation Details for Calibration - Sample 4

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

Criterion 4 = 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?

student was able to answer most of the simpler questions, but nothing

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

better revision, and practice with questions requiring more than just the basics.

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

more practice questions, including questions with more than just the basics

Planning for September Moderation 2021 - Statewide Samples

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

C6

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

Charlie

Sharing Resources

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

C6 task will be posted on teams page

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:

new course next year. most of us have indicated we will want to be involved in the course writing process.