

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Housing & Design 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 7 = Overall

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

C+

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

Limited links to initial aims
Use of scale not always correct
Not clearly connected to original house in the design phase - lacks context
Lack of detail in lounge area
Good reflection undertaken in regards to client feedback, but does not indicate what aims are being met and no real analysis being undertaken by the student.

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

More frequent and considered annotation
More attention to meeting folio completion requirements
Aims more clearly linked to designs and eventual solution.

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

Two out of four groups returned a B- for C7 on this sample but after whole group discussion consensus was reached at C level.

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

Encourage students to keep aims in mind throughout, take care with use of scale and ensure precedents are relevant to Design Development and Aims.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 7 = 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?	Limited evidence of addressing aims Outstanding drawing quality - drafting and use of scale Labelling and organisation of presentation on the weaker side Layout works well
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Clearer links between Aims, Design Development and Final Designs Annotations more clearly linked to drawings (list format somewhat cumbersome to use) Relevant section and/or sketched details included 'along the way'; not all left until the final design stage
Sample 2 - Summary of group consensus with comments to element level if applicable.	Two groups returned ratings of B, and two of B+. Whole group discussion quickly led us to a final rating of B+.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Demonstrated links between Aims, Design Development and Final Designs, and improvements to annotations as described above would have pushed this folio into 'A' rating territory.

Moderation Details for Calibration - Sample 3

<p>Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 7 = Overall</p>
<p>Sample 3 - What rating (or ratings) has the group assigned this sample?</p>	<p>C</p>
<p>Sample 3 - What evidence supports the rating (or ratings) the group has given?</p>	<p>Use of scale was poorly resolved or developed Set to fail in first concept - entrance through shop A lot of unused space in the design evolution Limited evidence of reflective thinking Lack of windows (or incorrectly represented) on critical North-facing walls Sketches too conceptual, lacked detail and correct scaling (Level 2 standard)</p>
<p>Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Better use of scale Better presentation of drawings More reflective design thinking and solutions More appropriate choice of project; there were resolvable issues extant from the beginning</p>
<p>Sample 3 - Summary of group consensus with comments to element level if applicable.</p>	<p>The group agreed after some discussion that there was enough evidence against C7 for a pass, i.e. C result but certainly no higher than that. Two out four groups initially returned ratings of C, with one of T+ and one of C-.</p>
<p>Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>More thorough oversight/management of project context from the beginning, encourage further reflective design thinking at early phases and improve drawing technique, including the use of scale.</p>

Planning for March Moderation 2022 - Statewide Samples

<p>For all courses please nominate the criteria and elements (if desired) for moderation.</p>	<p>Criterion 8, no individual elements nominated</p>
<p>State the name of the person who will be</p>	<p>Anthony Hyland</p>

providing the samples for moderation

Sharing Resources

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

A Level 2 Housing and Design course is in the pipeline for 2025 with strong support from the group.

Danni Mason (Launceston College) discussed the future of a replacement course for Technical Graphics, suggesting the possibility of using the existing Design and Production syllabus.

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:

Danni Mason discussed the future of a replacement course for Technical Graphics, suggesting the possibility of using the existing Design and Production syllabus.