

2021 March Moderation - Report



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 8 = 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?

Project not fully resolved, too many anecdotal annotations, 'Off the Grid' listed as an aim but not explored in sufficient depth. Scale model did not add a great deal to the strength of the presentation.

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

Much more 'fast prototyping', i.e., evidence of design development.

Some of the aims were unnecessary (e.g., easily accessible bathroom), whilst others that dealt with the crucial defining factors of the build were not investigated or resolved as thoroughly as they could have been.

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

Of the four 'breakout' groups, two returned a C+ result, one a B and the other a B-. As a whole the group reached consensus on a C+ for Criterion 8 in this sample.

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

Identify and resolve the aims more clearly; what is going to be the focus of this build? What will make it unique?

Scale models not formally required, can be helpful but also can consume valuable time, use with caution

More time spent on early refinement of ideas and initial design development

Moderation Details for Calibration - Sample 2

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

Criterion 8 = Overall

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

C

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

A thorough approach and clearly diligent effort but too little evidence of much more than basic problem solving for a higher rating.

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

Difficult to define with the context of this brief, narrowing the focus, for example limiting the design response to one part of this project, such as the kitchen or dining area, would have meant that the project could have explored with more relevant detail.

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

The group agreed that this work could be assessed at a C level across all elements within Criteria 8.

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

The group strongly advised that undertaking design projects such as this were generally too complex to be properly resolved at this level of study. With so much to consider, the designs can really only be superficial given the time and curriculum constraints of the course.

Planning for September Moderation 2021 - Statewide Samples

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

Criteria 7

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

Noor Parkar

Sharing Resources

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

Anthony Hyland mentioned that the assessment tool, previously only available to the assessment team, that will be shared with all teachers this year.

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:

Anthony Hyland reiterated how important it is for teachers to read the assessment reports of previous years and carefully guide students in the selection of folio topics; sports clubs, cafes and projects of a commercial nature were generally less successful than simple dwellings.

Noor Parkar explained that 'cafes' should be removed from the list of potential folio topics from the TASC Guidelines and that students should choose a site that they can actually visit several times for analysis.

Pete MacFarlane said that he would like to see far more 'fast prototyping' in the form of sketch designs to be included in the folio submissions.