



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which meeting is this report for?

Technologies - 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 4 = 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?

Detail of annotations is very general - lack of specific detail which demonstrates the students understanding of Universal space requirements. Minimal ergonomics mentioned or used to justify design decisions or layout.

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

Student needed to consider the practical use of the space for someone in a wheel chair. Transfer spaces, Shower access for carer and client. Ergonomics for wheel chair access and therefore design decisions as a result of. No sectional view supplied as specified in the question which needed to consider reach zones and access heights.

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

Good level of consensus amongst the group with all three groups giving a rating of C-

Sample 1 - What actions would you

This student needed a clearer understanding of the ergonomics of universal design on which to base their design decisions.

recommend for teachers to help the student attain a higher rating (or ratings)?

As a result, annotations were general and lacked clear justification.

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?

A-

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

Strong annotations which reflect the students understanding of the design brief.

Clear layout which was well justified. Transfer and movement through the zone was well thought through.

Sectional view given which showed an excellent understanding of wheel chair ergonomics.

Annotations are clear and easy to read.

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

Slightly more detail in the sectional view -

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

All three groups rated this sample highly ranging from an A to a B+. Final consensus was an A-

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

None

ratings)?

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?

Annotations and layout suggest a basic understanding of the use of functional space; however, not all aspects of the brief were addressed. Many annotations focused on the passive solar aspect of the design, which was not required in this answer.

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

Clearer and more organised answer which reflected a deeper understanding of C4. The answer presented was jumbled and difficult to interpret with lots of random information presented on the page, which was not always relevant to the question.

A greater emphasis needed to be applied to the drawing/layout of the answer, which could have been much clearer.

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

This sample was difficult to mark because of the quality of the scan / photocopy. Good level of consensus amongst the group with a range of C to B- given initially and then a final consensus made at C+

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

This student needs help in developing and presenting a floor plan to standards with clear annotations, which justifies their design decisions while meeting the needs of the brief. Use of headings, conventions, clearance distances, movement through the space etc.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each

Criterion 4 = Overall

criteria being moderated and IF SELECTED the elements within that criteria

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?

Good layout with consideration given to clearance distances and movement through the space. Issues with the use of the "internal courtyard" which resulted in very limited natural light.

Strong annotations, which had some good justification.

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

The failure to address the natural light was the key issue, which was a result of the student not understanding or interpreting the question correctly. The student did not understand what an internal courtyard meant and how it could be used.

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

Groups had this sample ranging from a C+ to a B with consensus being made at a B-

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

The interpretation of the question and the "internal courtyard" was where this student could improve. Perhaps the question could have been clearer, leaving less chance of students miss interpreting the design brief.

Planning for March Moderation 2020 - Statewide Samples

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

C6

Sharing Resources

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

Google photo scanner App - suggested for helping down load graphics for folios

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Extra notes for the Minutes

General issues about clarity of exam questions for level 3 TCE subjects

The meeting agreed that the brief needs to be much clearer.

It is important that the brief is very clear and not open to interpretation particularly in relation to windows and doors permissible.

Exam Question 3 2018

- A lot of discussion about the questions not being suitable for the level and experience of students in a 150 hour course.
- Many students have a very limited experience of houses so even user needs such as "internal courtyard" is an unknown concept.
- Student also only have 1 hour to develop and communicate a response in a much-pressured environment.

The meeting agreed that there is too much information in the question that is not needed. This adds to the interpretation difficulties for students.

- The question should prompt the students to draw and annotate key knowledge required.
- It takes students a lot of time to gain clarity on what they are being asked to do.

Need to get the exam setter to need to be clear about what the answer should include start with the elements from the standards document and then prompt students.

I.e. Your response needs to show you understand

E1. Ergonomics

Circulation

Spatial relationships

Zoning

Suggest that the layout follow the format of Brief, aims and user needs

Also clearly specify the drawing/s required.

Be very specific about what is required in the response e.g. Design layout - draw a floorplan using recognised architectural symbols and accurate dimensions.

Students should be prompted to provide details of heights for the functional use of space.

I.e. Terminology defined e.g. Section

Teachers felt it would be very useful if they were provided with an answer response page from the setting examiners and exam critics.