

# 2018 September Moderation - Report



## Meeting Details

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| Meeting took place in:               | North                                 |
| AM or PM session?                    | AM                                    |
| Which AM Meeting is this report for? | Technologies - Electronics Level 3    |
| Moderation Leader Name               | Jan Phillips                          |
| Moderation Leader Email              | jan.phillips@education.tas.gov.au     |
| Minute Keeper                        | Robert Burtscher                      |
| Minute Keeper Email                  | robert.burtscher@education.tas.gov.au |

## Attendance

|  |  |
|--|--|
| Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.  | Robert Burtscher Launceston College<br>Bruce McIntosh Launceston Christian School<br>Jan Phillips Newstead College<br>Ben Hendriks Elizabeth College<br>Charles Prevost Rosny College<br>Nigel Baptist Don College |
| Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the | Nil  |

meeting.

## 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?

B,B,B-, C+

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

The marking tally.

The questions are aligned with past external exam questions.

An A level student ought to be able to do Q15

Q14C: not explicit enough

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

More detail in responses

Sample 1 - Summary of group consensus at element level with comments

Study harder, ask teacher. Gain more practice on this type of question. 1 to 1 discussion with teacher about excessive brevity.

## Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF

Criterion 7 = All elements

SELECTED the elements within that criterion

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

B,B,B-,C

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

Insufficient explanation to support solutions.

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

No blank questions.

Use of appropriate notation.

Q18: more explanation.

Student associates allocated marks to depth of explanation required.

Sample 2 - Summary of group consensus at element level with comments

Review exemplars of solutions provided on past exam solution sets.

Have discussion on the requirement of expanded answers to gain higher marks to demonstrate deeper understanding

### Moderation Details for Calibration - Sample 3

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

Criterion 7 = All elements

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

C,C,C-,T+

Sample 3 - What evidence supports

Student has basics of Digital and voltage dividers.

the rating (or ratings) the group has given?

Q17: The student failed to interpret the hint.

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

Q15 demonstrates lack of high level understanding

Sample 3 - Summary of group consensus at element level with comments

Review the students learning of the Digital units.

Clarify apparent confusion between voltage current and resistance.

## Moderation Details for Calibration - Sample 4

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

Criterion 7 = All elements

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

C,C,C-, T+

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

Understands some basics in digital.

Marks picked up here and there, but lack of deeper understanding shown.

eg Q18.- this is an "apply" question and student was unable to transfer knowledge to a different circumstance.

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

Q14: b,c: Show how the values were arrived at.

Q17: not to ignore the hint...

Sample 4 -  
Summary of  
group consensus  
at element level  
with comments

Provide more structured sequential experience in transferring knowledge to new circumstances.

## Planning for March Moderation 2019 - Statewide Samples

Please select all  
that apply

Level 3 or 4

For Level 3 and 4  
courses please  
suggest criteria  
for consideration  
by CTL's.

2

Please enter the  
name and email  
address of the  
person providing  
the samples:

Jan Phillips

Email

jan.phillips@education.tas.gov.au

## Sharing Resources

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

There have been numerous emails shared by Bruce and others and will be uploaded to canvas ELT3 by Charlie.

Next year Charlie has also kindly offered to commence modifying the ELT3 uploads for ELT2 to Canvas

## Course Support

Please provide  
details of any  
future focus and  
ways forward you  
would like

This area of endeavour is currently in rapid expansion.

As the fields of electronics, mechatronics, engineering 2C, computer science ,programming etc grows, the boundaries ought to be defined to ensure courses do not excessively

Curriculum Services to consider in relation to this course:

overlap, and not that they exclude important content as the fields grow.