2019 March Moderation - Report

Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Technologies - Computer Graphics and Design Level 3
Moderation Leader Name	Kaleb Smith
Moderation Leader Email	kaleb.smith@education.tas.gov.au
Minute Keeper	Kaleb Smith
Minute Keeper Email	kaleb.smith@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.	Wayne Amos - Calvin Christian School Paul Baker - Guilford Young College Laura Barrow - Claremont College John mainsbridge - Hobart College Jan Seiler - Hobart College Kaleb Smith - Claremont College Chris Summers - Fahan School chris wood - Friends' School Kent Moore - Hutchins
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.	Lloyd McDonald - Elizabeth College Dylan oswin - Rosny College

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?	A
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Student had good strong answers for all questions answered apart from question 8. However the strength of their response to qu.24 held their marks up to an A standard.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Less repetition in section D question. Understanding of what is actually being asked in a question and addressing that.
Sample 1 - Summary of group consensus with comments to element level if applicable.	Solid group consensus
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Teach students to unpack question in exam prep time. Look for and identify what is actually being asked. Teach students to choose appropriate questions. Build technical vocabulary with students.

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?	C
Sample 2 - What evidence supports the rating (or ratings) the group has given?	Student presented a basic understanding of all the questions undertaken. Their section D question although worthy of a C rating lacked understanding of the actual question content.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Better interpretation of the questions. i.e.Qu.6 student explained what they would see in frame not in the timeline as asked. Student requires better use of terminology. Section D question lacked understanding and missed the point of solid modelling within the Manufacturing Industry.
Sample 2 - Summary of group consensus with comments to element level if applicable.	Overall consensus met. However, qu.6 was viewed by some teachers that the result should be a t, others believed it should at least be a C as the question was badly written.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Teach students to unpack question in exam prep time. Look for and identify what is actually being asked. Teach students to choose appropriate questions. Build technical vocabulary with students.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 7 = 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?	Student presented answers that are basic in information and lacking depth in vocabulary. Student had complete answers identifying and describing the requirements for the section A questions successfully, except for qu.6 were there was confusion around the question requirements.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Better interpretation of the questions to understand what is being asked. Section D question was incorrectly answered. The student incorrectly wrote about Virtual Reality, instead of Augmented Reality as stated in the question.
Sample 3 - Summary of group consensus with comments to element level if applicable.	Full group consensus achieved.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Teach students to unpack question in exam prep time. Look for and identify what is actually being asked. Teach students to choose appropriate questions for student understanding. Build technical vocabulary with students.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criterion 5: Analyse and apply elements and principles of design
State the name of the person who will be providing the samples for September moderation.	Belinda Brannam
Email address of the person providing the samples for September moderation	belinda.brannam@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 was widespread concern over the wording of some of the questions on the 2018 exam paper. There was also concern that the exam critiquing process did not pick up or address these issues.

Course Support