

2019 March Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

Technologies - Design and Production Level 2

Moderation Leader Name

Simon Boonstra

Moderation Leader Email

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Minute Keeper

Cam Lynch

Minute Keeper Email

cam.lynch@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.

Paul Baker - Guilford Young College
Adam Bester - Elizabeth College
Simon Boonstra - Calvin Christian School
Julian Bugg - Friends' School
Ruth Downham - Hobart College
Andrew Fear - Campania District school
Lenna Green - Hobart College
Tim Johns - Rosny College
Scott Johnson - Claremont College
Ken Laughlin - St Mary's College
Cameron Lynch - Hobart College
John Miles - Guilford - Young College
Nicole Ottrey - Rosny College
Eric Price - Rosny College
Janelle Scott - Launceston Church Grammar School
Shane Smith - Elizabeth College
Patrick Twyford - The Hutchins School
Suzanne Walker - Friends' School
Chris Bush - New Norfolk
Mary Thomas - Collegiate
Rod Webster - Hobart College
Jenelle Scott - Launceston Church Grammar jfscott@lchs.tas.edu.au

Apologies/absences - please enter the names of

Nil

teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Moderation Details for Calibration - Sample 1

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

Large spread on pre-selections. C through to A+. After whole group discussion the range changed. Consensus reached at C+/B-

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

Decision making on behalf of the student. Practice and refinement evidenced by testing of laser cutter with cardboard to test software and accuracy of machine.

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

Re-think the use of the laser cutter. Use of laser cutter to the advantage of having that piece of machinery. Finish of product needed to be of better quality, perhaps more time on refinement of technique. Additional cuts that could have been done more thoughtfully.

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

Student decision making evidenced

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

Aesthetics of using laser cutter to create dove tails resulted in poor aesthetics. Follow testing process through to correct issues with the design process and counter act any design problems.

Moderation Details for Calibration - Sample 2

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

Very large range on pre-submission A - C. After group discussion a consensus was reached of C+/B- to B

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

Student selected material, planned the location and end user of object. Techniques and processes by student, jigs made for routing and clamping.

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

Recess of hanging bracket, refinement of techniques used including avoiding tear out from using the 'buzzer', attention to detail with sanding and finishing. A wider range of processes and techniques used to create object.

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

C+/B-

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

Practice and refinement of skills and techniques leading up to creating the object, during the planning and prototype phase. Housing joints, measuring and marking, dowelling technique, use of machinery and finishing tools.

Moderation Details for Calibration - Sample 3

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

Large spread of marks on pre-submission A-C. After discussion in small groups the range was reduced to A-B

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Skills and techniques used in the construction of the object where difficult to see in the sample. Limited evidence of planning and drawing in the sample. Greater modelling required in project. A lovely, functional piece of timber used. Grain direction was matched in a waterfall feature and hand planed 45 degree mitre joints demonstrating high level of technique. Tongue and groove boards were used to create a widened shelf, high level of technique used.

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

Avoid the use of metal angle iron to join shelf to seat.

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

High level of process and techniques and refined skill level

applicable.

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

Rather than using metal angle iron to reinforce shelf, use timber joinery methods and practice and refine techniques to complete joinery methods.

Moderation Details for Calibration - Sample 4

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

Again initially a large spread on pre-submission. After group discussion a consensus of C+/B- was reached for this sample.

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

Simple but refined work, however difficult to see refinement and testing from photo. Range of techniques in metal fabrication evidenced in project. Combination of materials used demonstrating techniques used.

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

Practice and testing/refinement - use techniques during prototype and modelling using scrap material to refine techniques including housing joint technique.

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

C+/B-

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

Practice and testing/refinement - use techniques during prototype and modelling using scrap material to refine techniques including housing joint technique.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and

Criteria 2. Use a design process in response to a brief. Lenna Green (Textiles), Patrick Twyford (Wood)

elements (if desired) for moderation.

Sharing Resources

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

Shane Smith shared a folio template that he has shared on Canvas commons. Eric shared idea for inspiring students through a success story with one of his students, restoration of old chair, research into the history of the design of the chair. Simon shared online website - instructables

Course Support

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

Explore the possibility of developing a teaching and learning guide for Design and Production L2.