



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which meeting is this report for?

Technologies - Information Systems and Digital Technologies 3

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = 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?

Both Q1 and Q4 were included considerable information about the Information Systems but importantly this student included a comparison of the systems that demonstrated a good understanding of which system would be better suited to the case study.

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

More critical evaluation could be include strengths and weaknesses, justification of all statements that is being made.

Critical Evaluation = Analysis + Identification of the problem + Alternatives and improvements

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

C5, E4 - provides evidence and critical evaluation (including critical analysis, problem identification and possible alternatives or improvements) about whether or not an information system is suitable for achieving its intended purposes

Sample 1 - What actions would you

Exam Revision - Michelle Cooper (Grammar) offered to compile sample questions together to be included in the course to provide more

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

experience in answering these types of questions.

Moderation Details for Calibration - Sample 2

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

Criterion 5 = 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?

Q1 - Part A, B, C was very comprehensive and well written, included a good discussion about the elements of the I/S as well as a comparison

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

Q4 - didn't include an explicit comparison. Need to compare as question was asking for this.

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

All agreed that the first question was well written but this student's response in Question 4 was weaker which brought the overall result down.

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

Important that students read what is being asked in the question as this student didn't include sufficient information to compare the two examples.

Moderation Details for Calibration - Sample 3

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

Criterion 5 = 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?

Q4 - also didn't effectively compare the systems. Tended to focus on the user experience rather than the 4 components of an information system.

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

More analysis and evaluation of the systems provided.

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

Try and use two different systems that have a variety of systems, easier to make a comparison/evaluation

Include the analysis in the breakdown of components rather than in paragraph form

'A' result might go further by including a connection to the case study

Moderation Details for Calibration - Sample 4

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

Criterion 5 = Overall

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

C+

this sample?

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

No table included to sort the information in Q4. Wasn't clear that they had understood the 4 components.

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

Analysis/Comparison was attempted but we had to infer as they hadn't separately discussed the systems

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

All agreed that Question 4 in this sample was weaker and therefore brought the overall level down.

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

Explicit teaching of how to set out answers.

Encourage student to have better preparation.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 1

Sharing Resources

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

General Comments

- March Moderation ☒ Criterion 1
- Exam
- Like to see more diagrams representing I/S components
- Google: mockingbird wireframe ☒ <https://gomockingbird.com/home:>

- Using tables
- C5: When comparing systems, use a third column to compare the components

Resources

- Major Projects being undertaken at Hutchins

- Pizza shop
- eCommerce

Course Support

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

Consideration for:

- Folio based assessments
- External assessment of Major Projects
- Discussion around numbers in the course and how to promote the course