

# 2020 September Moderation - Report



## Meeting Details

The meeting represents the following region:

South

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 7 = Overall, Element 1, Element 2, Element 3, Element 4

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

B E 1 - B, E2 - B, E3 - B, E4 - B

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

The design annotations within the documentation did make consistent links to the aims and there was clear progression in the design development. Some pitfalls were lack of wall thickness and consistent use of furnishing to check that room proportions were workable. Also having the long axis of the home orientated in a North- South direction does not provide optimum solar exposure as would be required to satisfy the aim on Passive Solar Design.

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

More exploration of appropriate orientation, use of wall thickness, consistent use of furniture and some artistic impressions of elevations or 3D views during the design development.

## Moderation Details for Calibration - Sample 2

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

Criterion 7 = Overall, Element 1, Element 2, Element 3, Element 4

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Sample 2 - What rating (or ratings) has the group assigned this sample?	C E 1 - C-, E2 - C-, E3 - T, E4 - T
Sample 2 - What evidence supports the rating (or ratings) the group has given?	There was poor progression throughout the design process, no exploration of shape or zoning, no reflective thinking on what is working well or why changes need to be made. Also, concept drawings poorly drafted using single lines for walls and no windows?
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Apart from focusing on key points addressed in evidence would you need to see in order to assign a higher rating, Teachers should look to utilise existing quality student folio exemplars to highlight good visual communication techniques and good reflective design discussion - giving students a clear understanding/awareness of what is required to achieve positive outcomes. All teachers should unpack the TASC 2020 folio guidelines to further develop student's comprehension of this document. It would also be beneficial for teachers to unpack key points made by the Marking Panel in last year's report in regard to student folios.

### 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, Element 1, Element 2, Element 3, Element 4
Sample 3 - What rating (or ratings) has the group assigned this sample?	B E 1 - A, E2 - CB, E3 - B, E4 - B+
Sample 3 - What evidence supports the rating (or ratings) the group has given?	Lack of furniture doesn't provide evidence that spatial zoning works. Some aims not addressed consistently, i.e. Passive solar design. Some drafting conventions still not being met, with single lines only used for interior walls, which can affect correct proportioning too.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Utilise key furnishings, bathroom/ kitchen fixtures, etc to check proportions and make sure that all aims are being addressed in the design discussion/annotation. Use drafting conventions in all aspects (i.e. appropriate sizing of wall thickness). Utilise artistic impressions of elevations or 3d views during the design phase to help paint a clearer picture of what the designer is trying to achieve between iterations.
Sample 3 - What actions would you recommend for teachers to help the	Apart from focusing on key points addressed in evidence would you need to see in order to assign a higher rating, Teachers should look to utilise existing quality student folio exemplars to highlight good visual communication techniques and good reflective design discussion - giving students a clear understanding/awareness of

student attain a higher rating (or ratings)?

what is required to achieve positive outcomes. All teachers should unpack the TASC 2020 folio guidelines to further develop student's comprehension of this document. It would also be beneficial for teachers to unpack key points made by the Marking Panel in last year's report in regard to student folios.

Moderation Details for Calibration - Sample 4

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

Criterion 7 = Overall, Element 1, Element 2, Element 3, Element 4

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

T E 1 - T, E2 - CT, E3 - T, E - T

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

Very poor progression, no reflective thinking, no rationale provided for design decisions, no use of furnishings to check proportions, aims not clearly addressed

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

Provide reflective thinking discussion. Must show doors and windows clearly. Use furniture to check proportions. Link annotations or discussion back to aims to indicate they are being considered. Utilise elevation sketches too. All aims should be addressed not overlooked intentionally as part of the design development.

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

Apart from focusing on key points addressed in evidence would you need to see in order to assign a higher rating, Teachers should look to utilise existing quality student folio exemplars to highlight good visual communication techniques and good reflective design discussion - giving students a clear understanding/awareness of what is required to achieve positive outcomes. All teachers should unpack the TASC 2020 folio guidelines to further develop student's comprehension of this document. It would also be beneficial for teachers to unpack key points made by the Marking Panel in last year's report in regard to student folios.

Planning for March Moderation 2021 - Statewide Samples

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

Criteria 8 all elements

State the name of the person who will be

Anthony Hyland

providing the samples for moderation

Sharing Resources

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

Due to time constraints this was not discussed

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

Due to time constraints this was not discussed