

2019 March Moderation - Report



Meeting Details

Meeting took place in:

Statewide

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.

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Bruce McIntosh (LCS)
Jan Phillips (Prospect High)
Nigel Baptist (Don)
Charlie Prevost (Rosny)
Geoffrey Gaskell (Hobart)
Tim Price (Elizabeth)

Nil

Moderation Details for Calibration - Sample 1

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

Criterion 2 = Element 2

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

C

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

recognised differences of threshold voltages and non-linear/non-ohmic nature of components.

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

key, correct scaling on x-axis.

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

N/A

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

Give the above instructions to the to the student. More guidance or time to do the practical. Show examples to the student

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Element 2

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?

Has labels (albeit incorrect) and a scale and is correct for two components. student has tried to communicate the difference between graphs for non-ohmic vs ohmic conductors.

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

Correct labels, graphs for the other components, a scale, key

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

N/A

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

Give the above instructions to the to the student. More guidance or time to do the practical. Show examples to the student

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Element 2

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

B

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

correct positive scaling, has three components (2 diodes and a resistor), correct shape

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

Clearer labelling and scale,

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

N/A

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

Give the above instructions to the to the student. More guidance or time to do the practical. Show examples to the student

Moderation Details for Calibration - Sample 4

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

Criterion 2 = Element 2

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

C

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

X axis is labelled but not to scale, linear ohmic relationship is rather curvy, has 3 components.

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

clear labels, use tools to sketch a neater graph.

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

N/A

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

More practical time and guidance, perhaps a demonstrative video, exemplars, practice at drawing graphs.

Planning for September Moderation 2019 - Statewide Samples

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

C6

Sharing Resources

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

Lots discussed. Always sharing

Course Support

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

We need a time to see face to face as skype failed