



Meeting Details

AM or PM session?

AM

Which meeting is this report for?

Technologies - Electronics Foundation Level 2

Moderation Details for Calibration - Sample 1

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

Criterion 6 = Overall

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

C6: B+

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

was fairly well done, but missing a few key concepts

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

Could have discussed the role/importance of V_{be} in the extra questions

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

The wording of some of the questions was a little confusing, but the student managed to come to the correct response regardless. The group felt that this indicated an above average understanding of the concepts involved.

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

Make sure questions are being interpreted correctly. This might mean changing the wording. Use of a marking guide/performance indicator checklist may help student to determine what is required for a particular level of achievement and then check their work against that list.

ratings)?

Moderation Details for Calibration - Sample 2

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

Criterion 6 = Overall

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

C6: C

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

Student was able to repeat facts, but could apply the facts to the task - didn't show much understanding about what the inputs/controls of either DMM or oscilloscope did

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

Explain what the controls of a DMM and oscilloscope do.

Student also need to read the questions more carefully, making sure that they complete all the parts of the question.

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

Student was able to repeat facts but failed to make practical application of those facts.

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

Scaffolding questions and/or repetition of the procedure of setting up an Oscilloscope.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF

Criterion 6 = Overall

SELECTED the elements within that criterion

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

C6: B

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

Student showed a good understanding of the setup and use of a DMM for the various measurements.

Student had a reasonable understanding of the setup and function of an oscilloscope.

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

Drawings of waveforms were not quite correct.

Improved written communication - the evidence suggested that the student had the knowledge, but had trouble communicating that in their responses..

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

Make sure students realise that the diagrams of waveforms on equipment are not entirely accurate. For example, on the front of a function generator, waveforms are illustrated with a straight line on either side. In reality, that line doesn't exist in the waveform.

Planning for March Moderation 2020 - Statewide Samples

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

C3

Sharing Resources

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

Bruce and Rob to collaborate on some minor updates to our teaching resources.

Discussed using marking guides/performance indicators so that students can see exactly what is required for the various ratings. Incorporation of tickbox/checklists in assessment information.

were discussed.

Course Support

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

Electronics Teachers desperately need a face-to-face meeting to discuss improvements to assessments. We also need to look at redundant technology in Electronics and which new technologies should be included to keep subject up-to-date and relevant. Also, need to update pool of teaching resources.