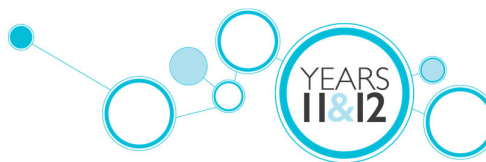


2019 September Moderation - Report



Meeting Details

Meeting took place in:

Statewide

AM or PM session?

AM

Which meeting is this report for?

Technologies - Technical Graphics 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 2 = Overall, Element 1, Element 2
Criterion 3 = Overall, Element 3, Element 4

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

Overall B- Criterion 2 Element 1 C+ Element 2 B- Criterion 3 Element 3 B, Element 4 C+

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

At first glance, the sample appears to be a consistent A standard, but on closer inspection, there is a significant anomaly with one of the true lengths, which significantly degrades the accuracy of the overall solution.

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

All true lengths in the triangulated development need to reflect accurate measurement as shown in the orthographic projections.

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

All markers initially identified the sample as high standard /"A" work but agreed that as there was an anomalous true length application that the A ratings no longer had validity resulting in adjustment to Overall B/B-.

Sample 1 - What actions would you recommend for

Encourage more careful analysis of true lengths with regard to the triangulation so that there is appropriate analysis of the orthographic views identifying lines in

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

those views that are less than true length.

Moderation Details for Calibration - Sample 2

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

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

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

Criterion 2 Element 1 C. Criterion 2 Element 2 C. Criterion 3 Element 3 B.
 Criterion 2 Element 4 C+ Overall B-.

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

All correct with the exception of the addition of extra triangles that extended beyond the perimeter of the required triangulated development. Therefore, this is not an accurate solution.

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

Avoidance of excessive construction not relevant to producing an accurate solution.

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

Consensus of agreement achieved with minimal clarification required.

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

Encourage more careful analysis of true lengths with regard to the triangulation so that there is appropriate analysis of the orthographic views identifying lines in those views that are less than true length.

Moderation Details for Calibration - Sample 3

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

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

elements within that criterion

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

Criterion 2 Element 1 C. Criterion 2 Element 2 C. Criterion 3 Element 3 C Element 4 C. Overall C

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

General lack of accuracy. Failed to produce a symmetrical development, which would have occurred if all construction was accurate.

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

Higher evidence of detailed accuracy in solution methodologies.

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

Minimal discrepancy between assessments.

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

Encourage more careful analysis of true lengths with regard to the triangulation so that there is appropriate analysis of the orthographic views identifying lines in those views that are less than true length.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 7 Elements 1 and 4.

Sharing Resources

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

None

that 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:

There is a major concern that the future of this course is in a terminal phase due to staffing issues at some schools and colleges resulting in a decision by TASC to close the subject effective from end of 2022.. We would strongly encourage TASC and Curriculum Services to consider the needs of Industry and further education. The content of this course is well aligned specifically with pathways including Engineering, Architecture, Housing and Design, Computer Graphics and Design.

Further consultation between Technical Graphics teaching staff and TASC and Curriculum Services identifying strategies to continue beyond 2022 given the range of skills implicit within the course.