

2019 March Moderation - Report



Meeting Details

Meeting took place in:

Statewide

AM or PM session?

AM

Which AM Meeting is this report for?

Technologies - Technical Graphics Foundation Level 2

Moderation Leader Name

Kaleb Smith

Moderation Leader Email

kaleb.smith@education.tas.gov.au

Minute Keeper

Kaleb Smith

Minute Keeper Email

kaleb.smith@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.

Kaleb Smith Claremont College
Phil Goss Launceston College
Anna Broughton Oakwood School

Janice Fahey Rosny College

Moderation Details for Calibration - Sample 1

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

Criterion 1 = Element 1

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

t

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

Very little evidence of standards being used. Some conceptual sketches with dimensions placed but limited and not showing a satisfactory standard.

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

Accurate dimensions showing correct layout of extension and dimension lines. Proper layout of Orthographic drawings.

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

Full consensus of awards.

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

A focus on accurately applying drawing standards around the positioning of orthographic views, dimensions and labelling.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Element 1

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?

There is enough evidence to show the students basic understanding of standards and conventions.

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

There are some errors around the labelling and arrangement of views. There are missing lines in some drawings that are key to presenting the object graphically in its entirety.

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

All agreed on a C rating.

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

Layout of dimensions and labels needs to be more structured and follow the Australian Standards

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Element 1

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?

There is a lot of information present that shows some elements of the use of standards and conventions that communicate information. However, this information does not fully show consistency in understanding and applying the standards.

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

Consistent use of orthographic drawing and dimensioning standards.

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

C- met unanimously.

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

Strong emphasis placed on applying drawing standards in conceptual drawings as well as final drawings.

Moderation Details for Calibration - Sample 4

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

Criterion 1 = Element 1

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

B+/A-

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

The student has a clear understanding of what standards to use and when to apply them. There is a range of evidence submitted that supports the students high level marks

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

More consistency in the use of arrow heads. More accurate and true standard representation of threaded material. Better layout and labelling of dimensions (i.e. standard dimension size) Lettering to follow the standard capitalisation.

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

Teachers agreed that the work was of a high standard. One teacher believed it was A standard work but at the lower end. other teacher believed it was very high B, bordering on A but just needed to address a few small details. Both teachers agreed on each other's view and agreed upon A-/B+ and both felt this was an acceptable outcome.

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

Encourage students to be consistent in their dimensioning standards and to use a line gauge or guide lines for dimensions and lettering. Ensure students understand about the application of capital letters labelling.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 2, Elements 1 and 2

State the name of the person who will be providing the samples for September moderation.

Phil Goss and/or Kaleb Smith

Email address of the person providing the samples for September moderation

philip.goss@education.tas.gov.au; kaleb.smith@education.tas.gov.au

Sharing Resources

Course Support

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

With the implementation of the Advanced Manufacturing Course it has been identified by industry and further education, that graphical communication and the interpretation of Technical Drawings is one of the major downfalls of students coming through the education system. This must be addressed by the rewriting and continuance of this course to address this identified need.