

2019 September Moderation - Report



Meeting Details

AM or PM session?

AM

Which meeting is this report for?

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

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

C2-A(E1-A, E2-A). C3-A

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

Produced accurate detailed geometrical drawings that are accurate solutions to complex geometrical problems. Correct use of standards and conventions in the completion of drawing task.

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

More accurate use of line standards, such as fold lines (minor thing)

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

Solid 'A' consensus met with all staff supporting

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

Encourage use of standardised line types. Application of similar techniques in differing context.

ratings)?

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 4 = Overall

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

C2- t(E1-t, E2-t/c-) C4-C

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

Has applied principles of geometry as directed but has not managed to resolve the problem. Although it appears to be partially resolved, there are many inaccuracies in the incomplete partial solution that cause it to not be deemed a partial resolution.

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

A more accurate partial solution to achieve higher rating on C2.

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

Consensus met after some consideration. There was debate around whether the finding of true lines and the attempt at development was enough for a partial resolution. Consensus was met at the finding it was failing to meet the requirements for C.

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

Ensure students are given multiple opportunities to practice similar questions in differing contexts.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF

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

SELECTED the elements within that criterion

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

C2-C(E1-C, E2-C), C4-C+

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

A solution to the problem has been produced with some inaccuracies. Generally a satisfactory outcome with some errors around accuracy of the solution.

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

More accurate line work and measurements in the development. Transference of labelling and identification of points will assist student to have greater success in their outcome.

Accurate drawing of simple object has been showing some aspects of standards and conventions.

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

C2 consensus met easily. Some conversation around C4, as student had shown the ability to apply principles of geometry to drawing tasks as directed, but unsure if they could actually select and apply those principles, a C+ was agreed upon for this example with only one evidence available.

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

Ensure students are given multiple opportunities to practice similar questions in differing contexts. Ensure student's label all points of reference.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 5 : Respond to Design Briefs using the design process. Elements 1, 2 and 3

Sharing Resources

Please record any links to or details

Discussion about the high relevance of the course within Industry and

of resources that were shared, or describe any assessment strategies that were discussed.

further education.

Course Support

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

Keep teachers and industry involved in future planning.