

# 2020 September Moderation - Report



## Meeting Details

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 5 = Overall

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

B+

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

Q12, 13 and 14 provided opportunity for student to show depth of knowledge and understanding of topic. The responses to these questions lacked sufficient detail or were not answered at all.

Q12 - "estimate" is not "calculate" - the answer should be determined by examining the circuit, not a mathematical calculation.

Q13 asked for 3 faults, only 1 was identified

Q14 asked for an explanation of the function of VRI, with reference to the estimated voltage across the LDR, but no reference was made to the LDR nor was there any mention of an estimated voltage.

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

Correct use of terminology (confusion between voltage and current)

more detail in answers to indicate depth of understanding

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

5.1 described the function and properties of the designated components, but couldn't explain in detail the function and properties.

5.2 attempted to predict the physical properties of the circuit, not always accurate in these predictions

5.3 was able to create a new circuit in response to the question, but struggled with some simple modifications.

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

more worked examples prior to final assessment.  
 more practice at these types of questions  
 worked solutions

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall

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

B

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

some incorrect answers  
 insufficient detail in answers  
 some unanswered questions

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

more thorough completion of the task  
 more detail in the responses to questions to give a better indication of the depth of understanding  
 fewer errors - eg. correct use of terminology

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

5.1 was able to give basic descriptions of the functions and properties of the designated components, but some responses lacked depth  
 5.2 attempted to predict the physical properties of the circuit, but seemed to be confused between "estimate" and "calculate" so the prediction was wildly inaccurate  
 5.3 was able to create/modify circuits

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

more worked examples prior to final assessment.  
 more practice at these types of questions  
 worked solutions

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Overall

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

A-

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

Questions 12, 14 well answered/explained giving details  
responses to most questions gave detailed information  
correct use of terminology

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

all questions completed - there were some blanks

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

5.1 was able to explain the function and properties of the designated components, in some cases, otherwise gave good descriptions.  
5.2 predict the physical properties of the circuit  
5.3 was able to create a new circuit in response to the question

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

more worked examples prior to final assessment.  
more practice at these types of questions  
worked solutions

### Planning for March Moderation 2021 - Statewide Samples

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

Criterion 4 all elements

State the name of the person who will be providing the samples

Jan Phillips

for moderation

Sharing Resources

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

nil

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

we discussed how we could support a return of a very basic electronics option in yr 9 and 10, which might help increase the take-up of Electronics in yr 11/12