Form Name: Years 11&12 March Moderation 2018 - Report
Submission Time: March 22, 2018 5:32 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	PM
Which Learning Area is this Report for?	Technologies
Which PM Meeting is this report for?	Technologies - Agricultural Systems Level 3
Moderation Leader Name	Clare Peltzer
Moderation Leader Email	clare.peltzer@soc.tas.edu.au
Minute Keeper Email	clare.peltzer@soc.tas.edu.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding anyone who was extra on the day	George Darby

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:	Jill Bennett
Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend	None

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against	C8 C9
What rating (or ratings) has the group assigned this Sample?	C8: B+; C9: B
What evidence supports the rating (or ratings) the group has given	C8: This project did a great job in providing multiple options for cattle weighing systems to be provided inside the paddock. They mentioned the pros and cons for each system and they used their background knowledge of working with cattle to come to these conclusions. Each of the ideas were creative and most were original. They discussed the seven ideas and then chose drawing #7 with good reasons and supporting evidence. C9: They did state the importance of this emerging

	technology in agriculture as weight gain is important and needs to be monitored. The references are varied and reliable. They are written up correctly.
What evidence would you need to see in order to assign a higher rating (or ratings)?	C8: It would've been great to see them: Evaluating the management and planning skills needed to implement the scales into the paddock, also the risk associated with building the scales, putting them in the paddock and the animal welfare when the scales are in the paddock needed to be more extensive - not just a sentence in the evaluation section. Unfortunately, there wasn't any testing or measurements taken in order to show how they would make modifications to their design. C9: They did differentiate the ideas of others, but only when discussing the technology already on the market. It would've been great if other sources of information were mentioned, even if they were discussions with professionals. The reference list is long, however, only two sources were cited with in-text referencing. Therefore, the reference vs bibliography are not correct.
What actions would you recommend for teachers to help the student attain	C8: It would've been great if the student had made a scaled model to show the final position of the scales within the paddock.

a higher rating (or ratings)?	Also, the student needed to demonstrate how he/she would actually build this contraption, i.e. materials and costs, where they would be built, how they would be moved from paddock to paddock. Therefore, they need to think of the whole process, rather than just generating the ideas. The drawings need to be to scale and/or using some technology to finalise the sketches. C9: The differences between reference list and bibliography. All concepts need to be referenced, even if just from a discussion with another farmer.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against	C8 C9
What rating (or ratings) has the group assigned this Sample?	C8: C; C9: B-
What evidence supports the rating(s) the group has given	C8: The issue was mentioned, however, the context for this technology was vague. It would not be able to be created where there is no electricity or water, so it was a creative idea, but isn't feasible. There wasn't any mention of WHS or Risk assessment done, therefore, it was tempting to give it a "t" for these elements.

	There weren't any planning and management skills mentioned, nor any ways in which the product was tests and modifications made. C9: The reference list is written correctly. Only three in-text references.
What evidence would you need to see in order to assign a higher rating (or ratings)?	This idea of a light box has been prepared in a rush. Some elements within the criterion are not even met. C8: The student needs to generate drawings with a scale. The model was good, but needed more annotations to point out features to the reader. It should've photographed from many angles. Unfortunately, it wasn't even the final design he/she chose and the roof wasn't included. C9: More in-text referencing.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The idea can't have any holes or assumptions in it. It should be a realistic issue in which they are attempting to solve, with an actual design to meet every criterion. He/she should've created a prototype of the actual container and then discussed how it would be retrofitted, materials explored further, movement of the container from place to place etc. The whole design process needed to be taken into account, not just generating ideas. C9: Highlight the importance of in-text referencing and finding a wide range of sources to cite.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against	C8 C9
What rating (or ratings) has the group assigned this Sample?	C8: A+; C9: A
What evidence supports the rating(s) the group has given	This project was fabulous. C8: He/she met every single criterion. By building an actual structure, the student designed the gate, made it, tested it, modified it and then showed how it met the requirements they'd set for themselves. Furthermore, they highlighted the shortfalls of the gate and suggested alternatives for its limitations.
What evidence would you need to see in order to assign a higher rating (or ratings)?	C9: More references would make it A+
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	I think the teacher did a fantastic job in supporting this student in meeting every criterion perfectly. From this project, I can see that actually building a structure allows you to adequately meet every criterion. However, prototypes can be constructed also.

Summary of any further samples moderated

Further samples - Criteria assessed against	C8 C9

What ratings have the group assigned this/these Sample(s)?	C8: B; C9: C+
What evidence supports the ratings the group has given	C8: This student did a good job in actually building a contraption to spread manure. I'm not sure if their 'market research' was done particularly thoroughly as the old harrows work pretty well. This suggests that it wasn't really a new, creative idea. It was good to see that they attempted to develop current ideas by making it with a three-point linkage system and tow ball attachment, however, they never followed through as the final product doesn't have any attachments. The student did test their design and made modification, which was great. C9:
What evidence would you need to see in order to assign a higher rating (or ratings)?	C8: Every hand drawn sketch needed measurements and scales The final product wasn't finalised or completed There wasn't any reference to Risk or WHS compliance in the construction or using of this product C9: There was no in-text referencing, even within the research section.

	The references were few and poor.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	C8: If the students would like to make modifications on current designs, then make sure that their design is better than the ones already on the market. They also need to fully complete their project in order to determine if the modifications actually made a difference. Use the engineering / design cycle to ensure the students adequately meet the criterion. C9: Students must reference the work of others, even if it's through discussions with professionals. "Listed" in the reference list doesn't make sense - use the terms: references, if referred to in the text, or bibliography if ideas have been used but not specifically stated.

Planning for September Moderation 2018

Are you planning on:	Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing
Please list the criteria to be moderated:	2 & 7
Briefly describe the type of task you plan to look	UNIT 2: ECOSYSTEMS Research Study

at:	Learners research ecosystems including soil, nutrients, water and climate variability. They: • analyse a research study of management strategies related to soil, nutrients, water and/or climate variability in terms of: ○ design of the study ○ methodology of the study ○ collection of data for the study ○ presentation of data ○ analysis of the data ○ conclusions and recommendations ○ explain the need for research in climate variability or management strategies for climate variability. Written report (1200 words).
Please state the name of the person supplying the samples for the September moderation	George Darby
Email	GDarby@lcgs.tas.edu.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.	We had discussions about a number of resources as this is a new course. We talked about the Design / Engineering Cycle websites available online.

Course Support

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?	Sample 3
Any comments:	This was a brilliant sample for the Engineering Solution Project Folio!