

**Form Name:** Years 11&12 March Moderation 2018 - Report

**Submission Time:** March 19, 2018 12:56 pm

## Meeting Details

**Meeting Venue:**

North

**AM or PM session?**

AM

**Which Learning Area is this Report for?**

Technologies

**Which AM Meeting is this report for?**

Technologies - Housing & Design Level 3

**Moderation Leader Name**

Heather Rawding

**Moderation Leader Email**

Heather.rawding@education.tas.gov.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**

Heather Rawding  
David Tabart  
Lisa Haas  
Joshua Armstrong  
Nick Hansson  
Danni Mason  
Brett Argent  
John Poynter  
Anthony Bezemer  
Benjamin Goode

**Extras - please enter the names and schools (and**

none

email addresses if you have them) of anyone extra who wasn't on your attendance list:

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

C3

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

C+

What evidence supports the rating (or ratings) the group has given

E1 Describes and applies most principles of sustainable design B

E2 C

E3 C

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

More consistent application of the principles e.g. errors made clerestory window but no advantage as ceiling prevents solar access. Section not marked on floor plan, outdoor area on south, dark roof

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

Practise addressing competing factors

ratings)?

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C3

**What rating (or ratings) has the group assigned this Sample?**

A-

**What evidence supports the rating(s) the group has given**

Presentation clear. Addressed most principles and applied to the design. Resolved most competing factors

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

Some errors e.g. Kitchen not on east as stated. does not justify each decision specifically the placement of zones in relation to competing factors of southern view

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

Practice checking that each principle works with the design and justifying e.g. why is the outdoor area on the western aspect?

## Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C3

**What rating (or ratings) has the group assigned this Sample?**

C-

<b>What evidence supports the rating(s) the group has given</b>	This sample was very difficult to read Identifies some principles and applies them to the design
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Resolve key competing factor of southerly view. Complete all aspects of the brief
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	Read the question carefully and list what has been asked

**Summary of any further samples moderated**

<b>Further samples - Criteria assessed against</b>	C3
<b>What ratings have the group assigned this/these Sample(s)?</b>	t
<b>What evidence supports the ratings the group has given</b>	Lack of detail particularly in relation to glazing. Student appears to have run out of time
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Needs to apply each principle to the new design
<b>What actions would you recommend for</b>	Practice working quickly listing and applying the principles

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

We also assessed 4 other samples addressing C4

Sample 1 C-

Sample 2 difficult to read A

Sample 3 C-

Sample 4 t

## 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:**

C1

**Briefly describe the type of task you plan to look at:**

Design an assessment matrix and student examples that show evidence. Design ways to record and provide feedback to students of communication in Housing and Design. Types and requirements for "A" standard.

e.g. E1 diverse range Sketching, Annotating, scale, writing, graphs & Tables, digital, orally

**Please state the name of the person supplying the samples for the September moderation**

Heather Rawding

**Email**

Heather.rawding@education.tas.gov.au

## Sharing Resources

**Please provide details of any**

none - ran out of time

resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

## Course Support

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

Development of external assessment rubrics and A samples

## 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 2