

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

**Submission Time:** March 17, 2018 9:08 am

## Meeting Details

**Meeting Venue:**

South

**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**

Anthony Hyland

**Moderation Leader Email**

anthony.hyland@hutchins.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**

Peter MacFarlane  
Zach Sonstegaard  
Richard Clark  
john mainsbridge  
Michael Dowling  
Rod Clear  
Anthony Hyland

**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

Jesse Wright

## Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3

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

B-

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

Good detailed drawings, a good level of annotation, sound evidence of understanding of this question's context.

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

Zoning needs to improve, Cross section flawed - displays ceiling in place which hinders inclusion of clerestory windows and these windows are not positioned to offer good solar exposure to internal masonry wall.

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

Ensure students have a good understanding on the principle of clerestory windows and appropriate zoning of rooms for a temperate climate.

ratings)?

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C3

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

C+

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

Reasonably good drawing detail and has annotated information indicating a satisfactory understanding of the needs and solutions to this question.

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

Orientation seems confused - not all living areas facing North.

Lack of glazing on North side.

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

Again, emphasis appropriate zoning of rooms for living within a temperate climate. Emphasise the appropriate formulas for glazing - i.e, 75% glazing on Northern elevation, Max of 5% on Southern elevation.

## Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C3

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

T

<b>What evidence supports the rating(s) the group has given</b>	Minimal information offered - student seems to be working to a check list, displays little context to problem presented. No cross section or site plan and floor plan not drawn to scale.
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Appropriate use of scale.  Annotations describing elements and principles that are relevant to the question's needs.  All drawings that were requested.
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	Emphasise the need for students to carefully read through questions and address each of the question's requirements to the best of their ability. Don't omit things unnecessarily.

### Summary of any further samples moderated

<b>Further samples - Criteria assessed against</b>	C4
<b>What ratings have the group assigned this/these Sample(s)?</b>	Sample 1 C 4 C- Sample 2 C4: B+
<b>What evidence supports the ratings the group has given</b>	<p>Sample 1 C 4: There is some justification present and the drawing has been done to scale.</p> <p>Sample 2 C4: A very strong response, with a high degree of well detailed and relevant annotation present. Layout is good and drawing done to proportion. Both toilet and bathroom have been addressed as universal design.</p>

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

Sample 1 C4: More justification and a higher degree of thought been communicated in offering appropriate solutions.

The kitchen should also have had details in regards to universal design.

Sample 2 C4: Correct scale used - read instructions carefully

Indicate traffic flow and other storage options and utilise negative space if possible without hampering wheel chair movement.

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

Sample 1 C4: Work on communication techniques with student and emphasise the importance of familiarising content in such a manner that can be adopted to different contextual problems.

Sample 2 C4: Not much needed to attain an A - only what has been mentioned above. Just emphasise importance of utilising negative space where possible and draw in required scale.

## 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:**

Still to be finalised after further discussion with Northern counterpart. Looking to moderate samples that address Criteria 1 and perhaps Criteria 3 or 4.

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

We will look to set a State Wide mid year exam. Volunteers will be asked to provide a exemplar response to each question to provide some guidance to teachers on what standard they need to meet. This can also be supported by a detailed marking rubric, that is drawn

from the criterion standards/elements descriptors.

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

Ant Hyland

**Email**

anthony.hyland@hutchins.tas.edu.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:**

In general discussion held, the point was raised on the process in place for the current exam writing and marking process. It was noted and a consensus reached that the choice of words and expression in most questions was rather confusing/ambiguous at times and lead to a large degree of misinterpretation of what may have been required.

Although the exams are supposed to be reviewed, independently, we still questioned the quality.

Also, other subject areas also provide guidelines on what positive responses should be presented to assist in the exam marking process. This is not provided in Housing and Design, and the exam markers generally reach a consensus at the time of marking using the standards elements and their own interpretations as the marking standard. We would recommend that a rubric should be fashioned for each question offered for the exam to provide a more structured, consistent guideline for future markers. This can then be provided to all teachers for moderation purposes.

At present, teachers participating in the Moderation Process were not sure if the external exam markers were working to a rubric or the criteria standards or a system as pointed out above.

## 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 8