

2021 March Moderation - Report



Which meeting is this report for?

Career and Life Planning 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 3 = Overall, Element 1, Element 2, Element 3

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

E1 - C, E2 - t+, E3 - t+

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

E1 - The student can locate and use a limited range of career information sources.
E2 - Uses career information but does not identify a range of career pathways.
E3 - Does not describe learning demands and experiences.

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

In order to assign a higher rating, the student would need to complete the task and provide all the detail required. They would be required to research all information and include that detail in their matrix.

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

The groups felt that the student was able to locate and use a range of career information sources. With the 'labour market information' indicating that the student had completed some research, meeting the C standard for E1.

However, the student had made mistakes in regards to 'education level', incorrectly noting secondary instead of tertiary. They had made mistakes with the career interest section and failed to complete the task (e.g. not enough boxes ticked or occupations explored). As a result, this sample was given a t+ for E2 and E3.

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

To achieve a higher rating the student can be supported to complete all parts of the task. The student will need support to understand the meaning of education levels and more work could be done to ensure the student understands personal factors linked to job selection.

The group questioned if the task allows students to meet the requires of E3 to the best of their ability (as the matrix requires for identifying rather than describing). It is suggested that the task is modified to include a reflection section that allows for further description of learning demands and expectations.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall, Element 1, Element 2, Element 3

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

E1 - C+, E2 - C+, E3 - C+

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

E1 - The student locates and uses a range of career information sources as evident by the detail provided in post-school courses, subjects and labour market information.

E2 - The student uses career information services to identify a range of future career pathways and identifies implications for future studies, training and employment as evident by the range of careers they thoughtfully explored and the personal factors they considered.

E3 - The student thoughtfully checked the learning demands and expectations for their selected occupations.

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

The team appreciated the depth of consideration this student gave to the task, noting that they had personalised their matrix. To improve their rating it is suggested that the student work on their spelling and edit their work. For example, in career interests, the student made a mistake in naming the categories, which also lead to errors in their ticks.

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

The group felt the student did the best they could for the task, completing the requirements thoroughly. A concern was raised again about the task design, which could be fleshed out to provide more evidence for C3 E3.

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

The student can be supported to proofread and edit their work, to prevent errors.

The group questioned if the task allows students to meet the requires of E3 to the best of their ability (as the matrix requires for identifying rather than describing). It is suggested that the task is modified to include a reflection section that allows for further description of learning demands and expectations.

Moderation Details for Calibration - Sample 3

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

Criterion 3 = Overall, Element 1, Element 2, Element 3

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

E1 - C, E2 - C, E3 - C-

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

E1 - The student locates and uses a range of career information sources as evident by the detail provided across the matrix.

E2 - The student uses career information services to identify a range of future career pathways and identifies implications for future studies, training and employment as evident by the range of careers they explored and the personal factors they considered.

E3 - The student checked the learning demands and expectations for their selected occupations but could have added more information in section two.

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

The team appreciated the student had completed all set tasks within the matrix. For a higher rating, it is suggested that the student add more detail in section two, especially in regards to the post-school courses and subject matrix.

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

The group felt the student worked well on the tasks completing most requirements. A concern was raised again about the task design, which could be fleshed out to provide more evidence for C3 E3.

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

The student can be supported to add more detail in section 2, especially in regards to the subject pre-requisites for their chosen occupations.

The group questioned if the task allows students to meet the requires of E3 to the best of their ability (as the matrix requires for identifying rather than describing). It is suggested that the task is modified to include a reflection section that allows for further description of learning demands and expectations.

Planning for September Moderation 2021 - Statewide Samples

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

C2

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

Victoria Aslin

Sharing Resources

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

The decision-making matrix used for moderation can be found in CANVAS.

Course Support

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

N/A