

2019 March Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which AM Meeting is this report for?

Mixed - Career and Life Planning Level 2

Moderation Leader Name

Tania Tabart

Moderation Leader Email

tania.tabart@education.tas.gov.au

Minute Keeper

Suzanne Grave

Minute Keeper Email

suzanne.grave@education.tas.gov.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.

Jessica Allan - Port Dalrymple
Holly Barnewall - Flinders Island District High School (Skype)
Sally Best - Latrobe High School
Darren Close - Don College
Belinda Fletcher - Scottsdale High School
Suzanne Grave - Don College
Catherine Hughes - St Patrick's College
Alana Lane - Launceston College
Rhonda Pellow - Campbell Town District High School
Nigel Russell - Scottsdale High School
Jenny Stafferton - Latrobe High School
Tania Tabart - Don College
Jo Richards - Hellyer College
Duncan Murfet - Penguin District School
Rob Lewandowsk - Big Picture School
Alison Purdon - Deloraine High School
Tania Walsh - Lilydale School

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the

Julie Blanden - Don College
Felicity Sly - Don College

meeting.

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall, Element 2, Element 3

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

Element 2: C+ , Element 3: C

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

Element 2 They gave reasoning and examples which were reflective of their choices

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

Element 2 Describe and summarise their interview
Element 3 Need some more reflection

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

Part 3 of task - instead of just giving them questions, get students to come up with their own and need to be more probing. Give students an opportunity to craft their own questions as well as a starting base of questions

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall, Element 2, Element 3

Sample 2 - What rating (or ratings)

Element 2: C-, Element 3: t+

has the group assigned this sample?

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

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

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

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

Element 2 They have identified some career choices (table) and provided a reason for choices.

Element 3 One business does not show how this has impacted on the whole community

Element 2 Needed more reasoning for their choices and greater detail in their answers

Element 3 Need more information of the impact in the local community

Element 2 Group discussed at length whether it was a C or a t. Overall, the group agreed with a C.

Element 3 Majority of the group agreed to t+

Element 2 Which is the most important part of the task - identification of the jobs in the table or the giving of reasons for the choices.

Element 3 at the mercy of the interviewer. Teacher to have a mock interview to develop the students questioning techniques. Collaborate with other students to design questions.

Moderation Details for Calibration - Sample 3

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

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

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

Criterion 4 = Element 6

Element 6: C

Talked about each element, more focussed on life instead of work.

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

Need to be more directed to work and career planning

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

Task design needs to direct student responses towards career planning and work. Less copy/paste - more in own words

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Element 6

Sample 4 - What rating (or ratings) has the group assigned this sample?

~~E6-C~~

Sample 4 - What evidence supports the rating (or ratings) the group has given?

No bibliography. Responses need to be more work focussed. Did speak about professional relationships

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Bibliography. Responses need to be more work focussed

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Task design needs to be more focussed on career planning and work

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Element 6

Sample 5 - What rating (or ratings) has the group assigned this sample?

t+

Sample 5 - What evidence supports the rating (or ratings) the group has given?

First two slides were written from the student's opinions and then went to copy/paste.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More personal views but needed more work related information
Lack of factual information/data
Citing of references

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Go over citing of references and embedding factual/data information

Planning for September Moderation 2019 - Statewide Samples

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

Criteria 2, Elements 2 and 3

After consultation with Southern Moderation Leader and Curriculum Leader, a collaborative process was agreed to design a task that any teacher could use. Southern Moderation Leader to source samples for September.

Sharing Resources

Please record any links to or details

Rotary Employment Day - in response to what employers have said – event is where local employers come into the Hotel Grand Chancellor and students have

of resources that were shared, or describe any assessment strategies that were discussed.

pre-booked interviews with employers. They need to upload their resume before the event and identify whether or not they want full-time or part-time work. Some students get selected for the next steps if successful and can end up in employment in apprenticeships/traineeships. Tuesday 24th September, 2019.