

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Mixed - Career and Life Planning Level 2
Moderation Leader Name	Katie Newfield
Moderation Leader Email	katie.newfield@education.tas.gov.au
Minute Keeper	Charlotte Roberts-Clarke
Minute Keeper Email	charlotte.roberts-cl@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.**

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

Katie Newfield - New Norfolk High  
Stewart Hadrill – Rose Bay High School  
Charlotte Roberts-Clarke – Oatlands District High School  
Carlin Little – Tasman District School  
Angela Lapham – Tasmanian eSchool

Therese Heland – Huonville High School  
Chris Loch - Jordan River Learning Federation

## Moderation Details for Calibration - Sample 1

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

Criterion 4 = Element 2, Element 3

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

C, C

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

Student has clearly reflected on the criteria and demonstrated examples of technologies

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

More critical, personal reflection - rather than an interview transcript. Responses written from the student's point of view.

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

Student has completed this piece very thoroughly.

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

Design the task sheet with more specificity around the expectations of "reflect"

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Element 2, Element 3

Sample 2 - What rating (or ratings) has the group

Element 2: t+, Element 3: t

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

Element 2 - Student has not given any reasons for their choices  
Element 3 - identified some technological changes.

Element 2- needed to give reasons for choices  
Element 3- verb 'describes' was not met, rather they identified some evidence.

Element 2: include deeper reflection, more detail.  
Teacher action – Element 3: prepare student for the task and provide greater specificity in task description. Students have demonstrated everything that is asked for in task description in a very limited way, but task sheet doesn't allow them to meet the rubric in detail. The task asks students to 'find out' how technological change has impacted the business. Perhaps an extra prompt to summarise/describe. Proforma may assist student (e.g. checklists), practice in interview skills and recording information from interviews, student needs high level of literacy to listen and take notes, open/closed/multiple choice 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?

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

Criterion 4 = Element 6

C

Student has identified their personal biases and values and how they may impact a person's work or personal life

Elaborate more on the connection between personal biases and values and the way we interact with the world, rather than broad, societal biases.

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

Teacher actions - pre work: spend some lessons defining personal values/clarify for student, teach students what is bias and stereotypes, clarity in the task sheet, this specific element hasn't really been addressed - need to focus on this element.

**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?**

Element 6: C-

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

Student has identified their personal biases and values and how they may impact a person's work or personal life

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

Reflect more personally on their own values rather than offering broad definitions of different societal stereotypes  
Include a bibliography

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

Teacher actions - pre work: spend some lessons defining personal values/clarify for student, teach students what is bias and stereotypes, clarity in the task sheet, this specific element hasn't really been addressed.

**Moderation Details for Calibration - Sample 5**

**Sample 5 - Please identify each criterion being moderated and IF SELECTED the**

Criterion 5 = Element 6

elements within that criterion

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?

Lack of detail, difficulty finding evidence, haven't linked/understood the criterion

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

Student has identified their own personal beliefs and values. Student has made a connection between their values and the ways these may impact their or others' personal and work lives.  
Better bibliography

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

Teacher actions - pre work: spend some lessons defining personal values/clarify for student, teach students what is bias and stereotypes, clarity in the task sheet, this specific element hasn't really been addressed

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 5. Changed to Criterion 2 to align with North following on from 2018 September recommendation.

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

After consultation with northern 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.

Email address of the person providing the samples for September moderation

katie.newfield@education.tas.gov.au

## Sharing Resources

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

- Curriculum Services Canvas course to “cherry-pick” resources
- Beacon Foundation <https://beaconfoundation.com.au/>
- FYA Worlds of Work <https://www.fya.org.au/programs/worlds-of-work/>
- My Future > assist others <https://myfuture.edu.au/footer/assist-others>
- Assessment sheet
- Work ready NSW Tracey Marsh <https://www.work-ready.com.au/>
- Cool Australia <https://www.coolaustralia.org/>
- ACTU Worksite for Schools <http://worksite.actu.org.au/>

## Course Support

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

Some teachers flagged confusion around the difference between Part A and Part B, and would have liked this to be clearer in the TASC document. While the Canvas course was identified as being very useful, some were confused about the 5 topics and how they related to the TASC outline, as well as adopting it as a prescriptive document which needed to be followed to the letter. It was clarified that the Canvas course is intended as a collection of resources from which to choose. The group appreciated the presence and assistance of Janine Bowes.