

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

Mixed - 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 1: Element 1, Element 5, Element 6

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

t+

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

The responses seem to have identified some skills but students may have chosen from a list of skills and capabilities. Students did not specifically identify areas for improvement.

CI E1 - demonstrated goal-setting, listed strengths and skills

CI E5 and E6 only listed, did not describe (for this reason it was a t)

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

CI E5 and E6 - students needed to give more description (move beyond identification to description).

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

CI E1 - C-

CI E5 - t+/C-

CI E6 - t (task didn't allow for more)

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

Allow an opportunity for students to expand on and add to the answers for the question. Include more open-ended questions.

Moderation Details for Calibration - Sample 2

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

Criterion 1: Element 1, Element 5, Element 6

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

C-

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

Sample 2 has more detail given, goals were more specific.
Includes an example of personal growth (spoke to getting out of their shell a bit more)
Description of goals and strengths, more thoughtful rather than just selected from a list.
Student has shown thought about their industry of choice and set specific employment goals.

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

More depth.

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

C1E1 - C - Goals were specific
C1E5 - C - more detail given
C1E6 - C-/t+ -

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

Allow an opportunity for students to expand on and add to the answers for the question. Include more open-ended questions.

Moderation Details for Calibration - Sample 3

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

Criterion 1: Element 1, Element 5, Element 6

elements within that criterion

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

C

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

Personal qualities - more detailed.

Key social and interpersonal skills cross-over into relationships and life. Had been thoughtful in transfer of skills.

Connecting their professional and academic goals (getting a part-time job during college).

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

Putting most of their goals into their personal aspect rather than educational or professional.

Some parts of this sample have not been completed. A higher rating might be possible if the student completed these and connected their interests to their goals.

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

CI E1 - C

CI E5 - C

CI E6 - C-

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

Allow an opportunity for students to expand on and add to the answers for the question. Include more open-ended questions.

Planning for March Moderation 2021 - Statewide Samples

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

Criterion 3 (E1-E3)

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

Tania Tabart

Sharing Resources

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

Online Communities of Practice in Teams
9 to 12 career education resources (sent out in an RSS update from Janine Bowes)

Course Support

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

Course is a Part A and Part B - needs to be more defined about which parts need to be taught and when. More explicit or rewritten. What is the difference between the two?

Transition Plans in Year 10 - if there could be consistency between Year 10 and colleges so that colleges know what their new cohort's interests and objectives are.

If they were looking at rewriting the course in any way, it might be better to make parts A and B more noticeably different, teachers and students have felt they are covering the same content two years in a row.