

# 2020 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Technologies - Food Hospitality and Enterprise 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 6 = Element 1, Element 3, Element 5

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

C-

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

C6E1 - B- - had detail discussing the nature of service and work in a range of different hospitality jobs  
C6E3 - C- - question didn't reflect the element well, question itself was limiting  
C6E5 - C- -

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

Task make explicit that pathway should be hospitality focused. Allow students to investigate one aspect of hospitality that reflects their interests.  
No opportunity to discuss or reflect on personal experiences.

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

C6E1 - B- - had detail discussing the nature of service and work in a range of different hospitality jobs  
C6E3 - C- - question didn't reflect the element well, question itself was limiting  
C6E5 - C- -

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

Task is limiting. Final pathway task should be specifically aligned to hospitality pathways.  
Whole task should be aligned specifically to the Criteria and Elements to allow students to know what they're expected to be demonstrating. Task didn't really allow for a greater than C or B level of achievement. Questions and activities should be more open.

Moderation Details for Calibration - Sample 2

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

Criterion 6 = Element 1, Element 3, Element 5

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?

C6E3 - pathway chosen is not hospitality, but the thinking is comprehensive. We could infer from the plan that the student had received and taken on board feedback about future career pathways, but this was not explicitly mentioned in the task.

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

Going into greater depth - marks came down to the difference between describing/identifying or outlining/listing.

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

C6E1 - C-  
C6E3 - B-  
C6E5 - C-

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

Task is limiting. Final pathway task should be specifically aligned to hospitality pathways.

Whole task should be aligned specifically to the Criteria and Elements to allow students to know what they're expected to be demonstrating. Task didn't really allow for a greater than C or B level of achievement. Questions and activities should be more open.

Moderation Details for Calibration - Sample 3

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

Criterion 6 = Element 1, Element 3, Element 5

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?

More detail given than in the previous samples. Seem to have given some unrelated examples of hospitality industries particularly in Activity 1.

Interesting and thoughtful connection of personal interest in childcare to the hospitality industry. This evidence could have facilitated a higher grade if this thought process was made more explicit.

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

Could move from listing nature of work to outlining.

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

C6E1 - C  
C6E3 - C  
C6E5 - C+

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

Task is limiting. Final pathway task should be specifically aligned to hospitality pathways.

Whole task should be aligned specifically to the Criteria and Elements to allow students to know what they're expected to be demonstrating. Task didn't really allow for a greater than C or B level of achievement. Questions and activities should be more open.

Planning for March Moderation 2021 - Statewide Samples

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

C7 E1, 3, 5

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

Katie Newfield

Sharing Resources

Please record any links to or details of resources that were

Ben Shaw to share canvas resources to Teams Community of Practice

shared, or describe any assessment strategies that were discussed.

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:

When is the course being reviewed? What is the process for a course review?

At times, it feels as though the course expects the complexity and depth of a VET course within the scope of a single subject. The mapping for the course is so complex - to cover every dot point is almost impossible. It can be quite complicated and difficult to make sure everything is being covered.

Difficult to make it a course that is cohesive with all core areas, components, factors and systems covered. Difficult to get your head around it.

Would love to see "communicate ideas and information" criteria (from Food Cooking and Nutrition)

Criterion 6 - more broad to include trends as an element of its own