

2018 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	Technologies - Food Cooking and Nutrition 2
Moderation Leader Name	Michelle Summers
Moderation Leader Email	michelle.summers@education.tas.gov.au
Minute Keeper	Michelle Summers
Minute Keeper Email	michelle.summers@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.	Sara Humphrey Jackie Young Michelle Summers Michelle Reid Cassandra Lawler Ruth Aulich Kaye Illingworth Bob Ashby Jacqui Nicolson
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	Kat Dent Naomi Baker

meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 2 E 2

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

A - evidence covered a large range

Moderation Details for Calibration - Sample 1

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

A

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

All task requirements covered

has given?

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

A

Sample 1 - Summary of group consensus at element level with comments

Clear terminology student could understand the checklist, First year teacher said C however they had limited experience in teaching this subject.

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

rated at A

Moderation Details for Calibration - Sample 2

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

B B

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

Criterion 2 - range of course specific terms. Usage is generally correct

Criterion 4 - describes essential food safety hygiene principles

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

Criterion 2- more terminology used in checklist

Criterion 4 - explains a range of food safety hygiene principles

Sample 2 - Summary of group consensus at element level

B

B

with comments

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

Exemplars - more practice in how to describe explain the hygiene principles. Addition of electrical, fire hazards.

Prompts to explain further. Question why students take such short cuts in answers, phone, texting.

Moderation Details for Calibration - Sample 3

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

Criterion 2- C

Criterion 4 - C

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

Covered safety & hygiene limited course specific language

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

Broader scope of language more explanation of principles

Sample 3 - Summary of group consensus at element level with comments

C

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

Relevant samples brainstorm safety and hygiene principals

Moderation Details for Calibration - Sample 4

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

Cet 4 -T Cet 2 - C

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

Didn't cover safety limited course specific language.
only identifies minimal principals does not describe or explain
specific terms classed this limited

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

More detail explanations relevant- terminology specific terms Language

Sample 4 - Summary of group consensus at element level with comments

Criterion 4 T
Criterion 2 - c

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

Given more relevant samples Brainstorm safety & hygiene principles see examples, however do not want the students just to copy they must complete their own work.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 1 or 2

For Level 1 or 2 courses please nominate the criteria for moderation.

Criterion - 8 Investigate and address food related choices
Element 4

Please enter the name and email address of the

Ken Stonehouse

person providing
the samples:

Email

kenneth.stonehouse@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.

Large amount of content work requirements. Break down large work requirements in to

smaller tasks.

Evidence - audio

Course Support