2019 September Moderation - Report
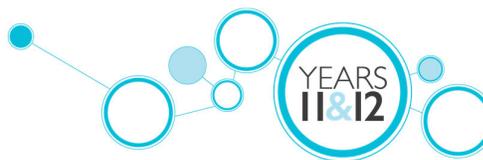
Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which meeting is this report for?	Technologies - Food Cooking and Nutrition 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 = Overall, Element 1 Criterion 7 = Overall, Element 2
Sample 1 - What rating (or ratings) has the group assigned this sample?	Criteria 1 - C C7 - C+
Sample 1 - What evidence supports the rating (or ratings) the group has given?	C1 no evidence than more than given C7 discussion on difference between modify and adjust example they changed the choice of bread
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	C1 provide ways in which information goes beyond a given range, more in depth information, more opportunities for students to expand on a given range e.g. oral presentation. C7 more content with how they can improve nutritional quality and identifying reasons for change. Provide extra questions or space for students to elaborate.
Sample 1 - Summary of group consensus with comments to element level if applicable.	As above

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

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 1 = Overall Criterion 7 = Overall
Sample 2 - What rating (or ratings) has the group assigned this sample?	C1- B C7- B+ to A
Sample 2 - What evidence supports the rating (or ratings) the group has given?	C1: Difficult to ascertain whether the student used a variety of sites, they definitely fulfilled the requirements of using the guide. They have used research to make accurate adjustment to make accurate changes to their diet. C7: Discussion validated the ratings were justified. We noted the implications to personal diet to health with her comment linking protein and calcium to the fact she is still growing.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	demonstrate wider resource base.
Sample 2 - Summary of group consensus with comments to element level if applicable.	Discussion validated the ratings were justified. We noted the implications to personal diet to health with her comment linking protein and calcium to the fact she is still growing. Higher level of Detail required how the detail.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Scaffold the information - group work

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 1 = Overall Criterion 7 = Overall
Sample 3 - What rating (or ratings) has the group assigned this sample?	C7:t C1: t
Sample 3 - What evidence supports the rating (or ratings) the group has given?	C1: incomplete, very little detail C7: Only identified vague improvement haven't made any adjustments. Discussion on the need to quantify the work adjustment.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	C1: needed to complete the information C7: Elaborate more on 'adjustment', give more detail on the adjustments they need.
Sample 3 - Summary of group consensus with comments to element level if applicable.	As above
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Questions need to be more specific, questioning needs more scaffolding

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 1 = Overall Criterion 7 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?	C1: C C7 Range from c- to t
Sample 4 - What evidence supports the rating (or ratings) the group has given?	Criteria 1 C has collected and categorised information from the given source. Criteria 7 Range from C- to T We had a healthy discussion regarding improving nutritional quality and the evidence was difficult to find
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Scaffold information
Sample 4 - Summary of group consensus with comments to element level if applicable.	Criteria 1 C has collected and categorised information from the given source. Criteria 7 Range from C- to T We had a healthy discussion regarding improving nutritional quality and the evidence was difficult to find
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	We had a healthy discussion regarding improving nutritional quality and the evidence was difficult to find

Planning for March Moderation 2020 - Statewide Samples

| For all courses please nominate the criteria and elements (if desired) for moderation. | Criteria - 2 & 8 |

Sharing Resources

| Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed. | Teams - descriptors in course documents |

Course Support

| Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course: | TASC work shop for level 2 subject teachers to ensure they are prepared for audit.

Adjusting of descriptors - words e.g. range, variety - modify and adjust |