

2018 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Technologies - Food and Nutrition Level 3
Moderation Leader Name	Leigh Dobson
Moderation Leader Email	leigh.dobson@education.tas.gov.au
Minute Keeper	Jan Phillips
Minute Keeper Email	jan.phillips@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.	Allison	Clarke
	Tania	Tabart
	Tracy	Campton
	Diane	Hyland
	Janelle	Scott
	Fiona	Crocker
	Leigh	Dobson I
	Serena	Ryan
	Jan	Phillips
	Rachel	Kirkwood
	Michelle	Rybka
	Jo-Anne	Aherne
	Jacqui	Nicolson
Apologies/absences - please enter the names of teachers and their schools who	Katrina	von Stieglitz
	andrea	sindorff

appeared on the moderation leaders list who did not attend the meeting.

Moderation Details for Calibration - Sample 1

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

Criterion 8 = Element 1, Element 2, Element 3, Element 4, Element 5

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

C8 - E1-5, rating C+

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

The response covered most aspects, but lacked sufficient examples (E1, 2, 4), the responses lacked depth and rigour (E3). It didn't expand on the solutions to the issues (E3, 5) and in some aspects didn't really address the question or discuss/define the poverty cycle.

Groups at risk were not specifically addressed in detail.

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

Need to address each of the dot points in the question.

Need a greater understanding of the requirements of each element in the criterion.

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

E2 - groups at risk not clearly defined/discussed.

E3 - very narrow strategies eg lowering the price of fresh food but didn't expand on these concepts.

E4 - evaluation of proposed strategies was very narrow and didn't demonstrate that the strategy was feasible, especially for the developing country scenario.

Sample 1 - What actions would you recommend for

provide exemplars of an "A" rating, "B", "C" etc.

Students need to understand the criterion and the

teachers to help the student attain a higher rating (or ratings)?

elements - reword them into language students understand, so they can see what is required and how they can meet the standard for a higher rating.

Moderation Details for Calibration - Sample 2

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

Criterion 8 = All elements

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

C8 E1-5 rating: B

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

Defined Food Security. Evidence of a higher understanding of the issues around food insecurity (E1). Explained poverty cycle and endeavoured to link accessibility with availability (E2).

No clear comparison between a developing and a developed country (E5).

Terms from question used to show a link between the question and the response.

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

The sample requires a more detailed analysis of issues/barriers - data, statistics, real-life examples.

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

Teachers need to know which elements were considered when the question was written and then see exemplars of what a 'good' answer looks like so that we can then assist students to make the necessary improvements.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Element 2

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

C1 E2 rating A

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

The response was specific and methodically analysed, there was a discussion of the consequences of the deficiencies in the diet.

It was in the writers own words (no cut and paste from original report).

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 2

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

C1 E2 rating t+

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

The sample shows a good knowledge of how to write a report, but it didn't address the specific research that was being analysed.

Required more data from the original research.

Sample 4 - What evidence would

Has only addressed part of the element under

you need to see in order to assign a higher rating (or ratings)?

consideration.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

C6 - analyse factors affecting food choice, C7 - apply principles of nutrition and food choice to health promotion

Please enter the name and email address of the person providing the samples:

Leigh Dobson

Email

leigh.dobson@education.tas.gov.au

Sharing Resources

Course Support

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

It would be good to have some samples of a borderline t/C and B/A for Food Choice (C6) as we find it particularly difficult to help students improve on this criterion when we aren't really sure what standard we're at.