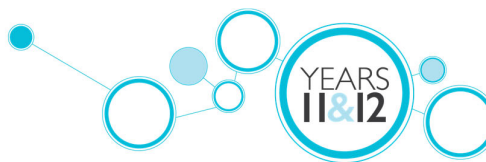


2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

Technologies - Food and Nutrition Level 3

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Overall, Element 3, Element 6

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

Element 3: t+ Element 6: C-

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

Element 3: t+

Risk factors and prevention strategies were addressed but nothing else or incorrect information. Lack of information with the link

Listed information and didn't discuss and provide examples

Element 6: C-

As a whole, C-

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

Correct information for stats and disease.

Details of the impact on health

Consequences of poorly managed diabetes.

Sample 1 - What actions would you recommend for

Explaining the need for detail in explanation and definitions.

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

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall, Element 3, Element 6

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

Element 3: C- Element 6: C-

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

E3
 Specific terminology was not used
 Identify nutrient but not define or explain key functions

E6
 Not defined
 Lot of misinformation

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

Clear definitions
 Risks clearly defined
 Links between health and prevention strategies
 Factually correct information.

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

Marking samples of t work and A work and getting them to identify what is missing or what is good.

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall, Element 3, Element 6

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

Element 3: C/C- Element: C

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

Element 3: does not describe key functions of any nutrient other than fibre.

Element 6: definition not very accurate; could have included other terms

Lists, no explanations behind it.

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

Looking for more nutrients in examples given. i.e consuming foods lower in fat to lower the risk of weight gain.

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

Prevention strategies were discussed well and implying what consuming nutrients are doing if eaten by the body.

Sample was well written in regards to the question but not in regards to elements 3 and 6.

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

Elements matching questions or vice versa.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF

Criterion 4 = Overall, Element 3, Element 6

SELECTED the elements within that criterion

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

Element 3: t+ Element 6: C-

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

E3: there wasn't a lot of accurate information, not specific enough and some information wasn't specific to the question.

E6: definition needed to be tighter, statistics needed to relate to the disease.

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

Ned to see specific detail in definition, prevention strategies as to how that is going to benefit, more food examples.

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

Give examples for foods. e.g. Weetbix

Using peer assessment; swapping work

Using exemplars: Bump it up wall for definitions.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 6

Sharing Resources

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

Landline

What if the world became vegan: BBC unplugged

Catalyst; Feeding Australia; foods of tomorrow and Feeding Australia; feeding the future

Food Tech Focus

were discussed.

Planet Health Diet

Food tech focus; text book

Nelson Food and Nutrition; not so good

What's the catch: episode 3

How food works; the facts visually explained (text)

Foodbank infographic

Fresh paper podcast

Course Support

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

Recommendations have already been made