

2018 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

Technologies - Food Hospitality Enterprise Level 2

Moderation Leader Name

Lynley Devereux

Moderation Leader Email

lynley.devereux@education.tas.gov.au

Minute Keeper

Lynley Devereux

Minute Keeper Email

lynley.devereux@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.

Jenny Cooper Oatlands DHS
Lynley Devereux Elizabeth College
Fiona Harris Hobart College

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the

Kirsten Bacon
Mary Young
Fiona Harris

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 7

Elements 1&2

Moderation Details for Calibration - Sample 1

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

Criterion 7 = Element 1, Element 2

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

Element 1 A, A, A, A- ,B+ B- B- C+ Element 2 A,A, A, B+, B-, C+, C, C-

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

Element 1
 All elements covered, other than review. No one had done this.
 Dietary considerations, Type of service, resources etc explained well.
 Menu provided.
 Choices Justified.
 Sequencing of production: excellent
 All recipes made before event- all could be done in one lesson.

	<p>Job allocation covered well.</p> <p>Element 2 Managed tasks by planning to cook prior to the event. Allocated job roles Managed quantities</p>
<p>Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Element 1 More information could be incorporated on dietary intolerances as this was there, but brief. Chocolate is not a vegan friendly food, so this could have been included as a vegetarian option rather than a Vegan option. Increased understanding of Buffet" terminology</p> <p>Element 2 Student could have timeframes for recipes as some will take longer than others. Could have mentioned allocating recipes according to the skill level of the students.</p>
<p>Sample 1 - Summary of group consensus at element level with comments</p>	<p>Element 1 A- As student has covered all elements and justified reasons for choice, we have agreed on an A-.</p> <p>Element 2 A Managed tasks by planning to cook prior to the event. Allocated job roles Managed quantities</p>
<p>Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Element 1 Prior teacher re service styles. eg Buffet, a la carte etc. Prior teaching regarding Vegans. The difference between being Vegetarian and Vegan.</p> <p>Element 2 Speak with student one-on -one re differing skills in the class</p>

Moderation Details for Calibration - Sample 2

<p>Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 7 = Element 1, Element 2</p>
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Sample 2 - What rating (or ratings) has the group assigned this sample?

Element 1 c, c, c-, c-, c-, c-, t Element 2 C, C, C, C-, C-, C-, C-, t

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

Element 1
Student has completed a limited range. 6 things included /11
No justification on why the recipes were chosen.
Vegetarian options considered
buffet service mentioned
No menu
no timeframes/ sequencing/drinks/job list/
reasonable choices offered (4)

Element 2 z
no evidence (if this was completed in a practical lesson, evidence may be available if the student completed the tasks within the timeframe)

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

Element 1
Inclusion of all elements
Justification of why the recipes were chosen.
needed to include a menu
needed to include timeframes/ sequencing/drinks/job list

Element 2

Sample 2 - Summary of group consensus at element level with comments

Element 1 C
Sample provided a limited range of elements.

Element 2 z
No evidence

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

Element 1
Teacher would need to go through the assignment one question at a time, ensuring that the students wrote something for each question.

Element 2
Go through assignment step by step.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF

Criterion 7 = Element 1, Element 2

SELECTED the elements within that criterion

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

Element 1 B, C, C,C, C-, C-, t, t
Element 2 B,C, C-, C-, C-, C-, t, t-

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

Element 1
Dietary considerations mentioned
Buffet style as simple and easy
Some resources listed
Menu attached
recipes included

Element 2
No evidence

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

Element 1
Inclusion of all elements
Justification of why the recipes were chosen.
garnishing explained
needed to include timeframes/ sequencing/drinks/job list

Element 2
Evidence of timeframes

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

Element 1 C
Similar standard to sample 2. Each student has included different elements, but overall the standard is the same.

Element 2 Z
No evidence

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

Element 1
Teacher would need to go through the assignment one question at a time, ensuring that the students wrote something for each question.
There is no further recommendations as it is difficult to assess whether the student understood the elements of the task or whether they just did not like writing.
A rubric to tick off may be useful to the students.

Element 2
as above

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 6 Element 2: describe roles and attributes required of workers in a range of food and hospitality sectors and the inter-relationships between sectors

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

Diane Hyland

Email

diane.hyland@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.

general practices discussed,

Course Support

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

Melinda Williams mentioned Microsoft teams. We are interested in this being set up for us.