

2019 March Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which PM Meeting is this report for?

Technologies - Food and Nutrition Level 3

Moderation Leader Name

Leanne Mann

Moderation Leader Email

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Minute Keeper

Rebecca Hughes

Minute Keeper Email

rhughes@gyc.tas.edu.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.

James Broad - Claremont College
Emily Dyson- Collegiate
Sarah Hardy - Elizabeth College
Therese Heland - Huonville High
Emily Hogan – Fahan
Rebecca Hughes – GYC
Sam Jesney – Rosny
Clinton Jordan - St Mary's College
Robyn Kearney – GYC
Leanne Mann- Rosny
Frances Moore - Elizabeth College
Janelle Scott - Launceston Grammar
Jane Smith - Friends
Belinda Straatsma - Calvin Christian School
Lynda Williams - GYC
Anthony Prior – Hutchins
Anna Seabrook - Hobart College

None

Apologies/absences - please enter the names of teachers and their schools who 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 6 = Overall
Criterion 7 = Overall

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

Criterion 6: C, t+, C-, t Criterion 7: C

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

Some food choice factors identified
Gives a basic health promotion strategy

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

More detailed nutrition promotion strategy which includes age appropriate strategies
Greater analysis of promotion strategies, including justification and critique
Elaborates on nutrition principles and factors affecting food choice

Sample 1 - Summary of group consensus with comments to element level if applicable.

Criterion 6: C- Criterion 7: C

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

The task did not match with the assessed criterion (particularly criterion 6). Suggest that the task explicitly asked for factors affecting food choice.

Moderation Details for Calibration - Sample 2

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

Criterion 6 = Overall
Criterion 7 = Overall

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

Criterion 6: C, B+, B, C+, B, B-

Criterion 7: B

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

Able to name specific food choice factors such as responding to busy lifestyles and creating healthy food habits in children

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

Further elaboration on nutrition principles and factors affecting food choice - naming specific factors Critique of strategy effectiveness, including consideration of limitations

Sample 2 - Summary of group consensus with comments to element level if applicable.

Criterion 6: B
Criterion 7: B

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

As per sample 1 comments

Moderation Details for Calibration - Sample 3

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

Criterion 6 = Overall
Criterion 7 = Overall

that criterion

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

Criterion 6: C, t+, C-, t, Criterion 7: t+, C-

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

Met some of the elements for criterion 6 - elements 1 and 4. Recognises the basic reasons for the Health Star Rating.

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

A detailed and specific health promotion campaign

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

Criterion 6: t
Criterion 7: t+/C-

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

As per sample 1 comments.
Students could benefit from work reviews and proofreading - progress checks to see that they are on-track with the question.

Moderation Details for Calibration - Sample 4

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

Criterion 6 = Overall
Criterion 7 = Overall

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

Criterion 6: A,B,A,A,B+,A Criterion 7: A

Sample 4 - What evidence supports

Very detailed and thorough health promotion campaign and analysis of health star rating.

the rating (or ratings) the group has given?

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

Sample 4 - Summary of group consensus with comments to element level if applicable.

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

Greater discussion of food choice factors, with mention of specific factors.

Criterion 6: A-Criterion 7: A

As per sample 1 comments, particularly for students who are capable of achieving higher ratings.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 4. (Diet Related Conditions - Mid-Year Exam or End of Year Exam Question). Possible to obtain sample from end of year?

Sharing Resources

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

Textbooks: Reynolds is apparently being updated?
Food Solutions is a useful text
Health and Human Development Edn 3rd (Goodacre, Collins and Slattery) chapter on Nutrition is very useful for Diet-Related Conditions

Course Support

Please provide details of any

Unit 1: Nutrition - Diet Related Conditions and dietary implications
Teachers are questioning the change of terminology to 'Heart Disease' from

future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Cardiovascular Disease - these are different, with Heart Disease having a much narrower scope of conditions. Can we please have justification of the focus on Heart Disease? Is it possible to have this changed back to Cardiovascular Disease? Teachers would like a shared site of resources (as has been created for many HPE courses). Microsoft Teams a possibility? Is there support for this to be created? Teachers are struggling with the options for dietary analysis software. Food Choices is very out of date and Food Zone is far too costly for many schools. Are there any suggestions that would be useful and realistic?