

# 2018 September 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

Jane Smith

Moderation Leader Email

jsmith@friends.tas.edu.au

Minute Keeper

Belinda Straatsma

Minute Keeper Email

bstraatsma@calvin.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.

Belinda Straatsma - Calvin  
James Broad - Claremont  
Frances Moore - Elizabeth College  
Eve Mure - Fahan School  
Jane Smith - Friends School  
Rebecca Hughes - Guilford Young  
Alexandra Rodrick - Guilford Young  
Sue Hancock - Hobart College  
Anna Seabrook - Hobart College  
Clinton Jordan - St Marys College  
Emily Cure - St Michael's Colligate  
Anthony Prior - Hutchins

Apologies/absences - please enter the names of teachers and their schools who appeared on the

Leanne Mann  
Sue Murray

moderation  
leaders list who  
did not attend the  
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

Cr 8

Please be specific  
as to why this  
sample was  
chosen - provide  
as much detail as  
possible relating  
back to the  
evidence it  
contains against  
the standards

The sample are responses from 2017 exam. We (as South teachers) had previously asked for examples from the exam to see what/how exams are marked.

## Moderation Details for Calibration - Sample 1

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

Criterion 8 = Overall

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

A, A-, B+, B, B-, C+, C, C-

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

Addressed all parts of the question - though not thoroughly

Gave statistics

Weak explanation of poverty cycle

Data did not necessarily relate back to the original barrier

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

Needed more detail in their answers, specifically link answers to questions, more detail to specific solutions.

Specific terminology

More examples and data required

Link answers more to question

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

B-

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

Have students read more widely about the issues. Teachers are to ensure students understand the complexity of the issue

## 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?

A, A-, B+, B, B-, C+, C

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

Definition quite well done, addressed all parts of the stimulus, all the elements of the questions were addressed, pillars were mentioned and the interrelationship was well done, gave some statistics,

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

More detailed required for an A  
 All dot points addressed  
 Linked to strategies better  
 More on individual solutions  
 Conclusion is missing  
 Better definition of Food Insecurity

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

B/B+ - this was written under exam conditions and more sophisticated in it's writing

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

Recommend teachers take note of and explicitly teach:  
 As above -  
 More detailed required for an A  
 All dot points addressed  
 Linked to strategies better  
 More on individual solutions  
 Conclusion is missing  
 Better definition of Food Insecurity

### Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each

Criterion 1 = Element 2

criterion being moderated and IF SELECTED the elements within that criterion

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

A, A-, B+, B

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

Well answered  
 Well analysed  
 Detailed answer, demonstrated sound knowledge  
 Thorough answer  
 Good conclusion  
 Good level of detail

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

Last section may have missed some big picture issues by being so specific  
 Refer to qualifications when describing specialists  
 Needed clearer links to diet-related conditions

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

A-  
 The task/element may have limited student knowledge

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

Lead students to the question  
 Use more resources  
 Show how task is linked to the whole course

## Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each

Criterion 1 = Element 2

criteria being moderated and IF SELECTED the elements within that criteria

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

B, C+, C, C-, T-, T

Sample 4 - Summary of group consensus at element level with comments

C-

### 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.

Criteria 2 and 7

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

Jane Smith

Email

jsmith@friends.tas.edu.au

### Sharing Resources

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

We discussed the extended answer question in the exam, preparing the students for both Food Security and Ecological sustainability and a combination of both

strategies that were 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:

In exam: there are grammar mistakes, in the dietary analysis questions the maths does not add up in pie charts etc.

Health promotion strategies include ones about alcohol - is this necessary?