

2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

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 : C-, T, T, C

Element 6: C-, C-, T

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

More discussions required about consequences

The answer required much more detail

Health imbalances are not addressed

No evidence linking the two together

Element 6: There is no definition and no impacts given

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

No marks were given because no definition was given and the information given was actually wrong

Element 6: no mention of prevention strategies

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

We talked about the 15 minutes time frame but we are asking them to describe what Type 2 Diabetes is

applicable.

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

C- overall for both elements
 Study, be more specific about
 Food examples
 Check your facts
 It was too general

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: B-, C-

Element 6: B, C

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

More details given this time
 Specific food examples were given
 Preventative examples given this time around
 Some misunderstandings of facts

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

Not enough specific food advice
 Use correct details

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

There was more detail on dietary factors and more strategies in regards to food

Sample 2 - What actions would you recommend for teachers to help the

Less general
 Less inaccuracies

student attain a higher rating (or ratings)?

Not a lot of link with disease
Overall C- for both elements

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: B
Element 6: B

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

It was good to see the term GI being used
Food examples have been given

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

Not enough mention about health impacts so it was not an A rating.
Not outstanding, some inaccuracies

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

If we look at criterion we need to state what a nutrient is and what the consequences of imbalances are - for a level 3 this is a requirement

Moderation Details for Calibration - Sample 4

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

Criterion 4 = Overall, Element 3, Element 6

Sample 4 - What rating (or ratings) has

Overall: C, C, C- , C+ - we came to C together

the group assigned this sample?

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 6 - Food Sociology

Sharing Resources

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

Discussion about Criteria 7:

How to get the ratings through tasks given.

One task with 3 'parts' and it is covered

A food labelling in class task given after a clickview viewing

Discussed ways to assist students in preparing for exam (especially Food Issues) and prep for extended answer

Course Support

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

Course document comments:

It is cardiovascular disease not heart disease

Under Ecological solutions it seems that that a dot point of 'aid' is missing

As a group we would rather mark with an overall criterion rather than elements

If we lose the tick (which please understand we DO NOT want this to happen) the assessment activity attached to Food Issues would need to be re-evaluated