

# 2020 September Moderation - Report



## Meeting Details

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 2 = Overall

Criterion 8 = Overall

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

Crit 2 - B+

Crit 8 - B

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

Crit 1

Definitions were brief

Grammar not A standard

No links to stimulus

Crit 8

Evaluation (no disadvantages)

Issues mentioned - no explanation

no consistency in providing barriers and solutions

Lacks disadvantages

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

Crit 2 -

link to stimulus

cover all aspects of question

provide greater detail with definitions

definition needed to refer to the following examples:

Ecological sustainability refers to the capacity of the biosphere to meet the needs of the present generation, without hindering future generations from being able to

meet their needs.

Sustainability focuses on meeting the needs of the present without compromising the ability of future generations to meet their needs.

Crit 8

Need to be discussion of barriers to sustainability - limited apart from reference to energy in paragraph 3

Include disadvantages for solutions - analyse feasibility of disadvantages

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

as above

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

teachers need to provide A standard exemplar essays to allow student to analyse the elements missing in their own work

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall

Criterion 8 = Overall

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

Crit 2 - C+

Crit 8 - C

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

Crit 2

not always well explained

use of terminology - lack of depth

errors with sentence structure

acronyms not explained

stimulus not referred to

Crit 8

listed strategies - need to expand

	<p>examples brief</p> <p>solutions need more analysis</p> <p>deforestation - no explanation/evaluation</p>
<p>Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Crit 2 -</p> <p>link to stimulus</p> <p>cover all aspects of question</p> <p>provide greater detail with definitions</p> <p>proof read response for spelling errors</p> <p>Crit 8</p> <p>Need to be discussion of barriers to sustainability - limited apart from reference to energy in paragraph 3</p> <p>Include disadvantages for solutions - analyse feasibility of disadvantages</p>
<p>Sample 2 - Summary of group consensus with comments to element level if applicable.</p>	<p>as above</p>
<p>Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>see previous suggestions</p>

Moderation Details for Calibration - Sample 3

<p>Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 2 = Overall</p> <p>Criterion 8 = Overall</p>
<p>Sample 3 - What rating (or ratings) has the group assigned this sample?</p>	<p>Crit 2 - B+                      Crit 3 - C+</p>
<p>Sample 3 - What evidence supports the rating (or ratings) the</p>	<p>Crit 2</p> <p>info was basic but logical</p>

group has given?

good structure  
 lacked links to stimulus  
 a few grammar issues  
 logical structure - text flowed  
 Crit 8  
 Strategies - limited  
 needed more explanation of positives and negative  
 lists of ideas - no real analysis  
 no detail of explanations  
 lack of statistics  
 evaluation of solutions lacking  
 no analysis/explanation

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

Crit 2 -  
 link to stimulus  
 cover all aspects of question  
 proof read for errors  
 Crit 8  
 Need to be discussion of barriers to sustainability - limited apart from reference to energy in paragraph 3  
 Include disadvantages for solutions - analyse feasibility of disadvantages

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

all happy

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

see previous responses

Planning for March Moderation 2021 - Statewide Samples

For all courses please nominate the criteria

Crit 2 and 6

and elements (if desired) for moderation.

State the name of the person who will be providing the samples for moderation

Anna Seabrook

Sharing Resources

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

Nutritionist the inside story

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

what is the Health and Nutrition course and how does this align with Food and Nutrition