

**Form Name:** Years 11&12 March Moderation 2018 - Report

**Submission Time:** March 13, 2018 11:59 am

## Meeting Details

<b>Meeting Venue:</b>	South
<b>AM or PM session?</b>	AM
<b>Which Learning Area is this Report for?</b>	Technologies
<b>Which AM Meeting is this report for?</b>	Technologies - Food Cooking and Nutrition Level 2
<b>Moderation Leader Name</b>	Marg Sprague
<b>Moderation Leader Email</b>	marg.sprague@education.tas.gov.au
<b>Minute Keeper (if available)</b>	Belinda Straatsma
<b>Minute Keeper Email</b>	bstraatsma@calvin.tas.edu.au

## Attendance

**Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding**

Lynda	Williams
Mary	Young
kirsten	bacon
Chris	edwards
Belinda	Straatsma
Marg	Sprague
Wendy	Irvine
Dana	Gerke
Rosemary	Dwyer

**anyone who was extra on the day**

**Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:**

none

**Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend**

Stephen Lunn

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria assessed against**

C6

**What rating (or ratings) has the group assigned this Sample?**

A

**What evidence supports the rating (or ratings) the group has given**

Detailed answers

Correct use of terminology

All elements were answered as required

Depth of detail

<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Talk about Fibre more when mentioning Carbohydrates in the grain foods  More Terminology used in coagulation example
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	Talk to students about reading the questions, highlight the list/required task

## Moderation and Annotations for Sample 2

<b>Sample 2 - Criteria assessed against</b>	C6
<b>What rating (or ratings) has the group assigned this Sample?</b>	Healthy discussion between B and A ratings
<b>What evidence supports the rating(s) the group has given</b>	<p>Started off strong but then dropped off</p> <p>They did do a 'variety' of key foods</p> <p>Described the colour but not why, no terminology (coagulation) - this is where healthy discussion occurred</p> <p>Limited in detailed answers- there were clearly more lines for the student to fill</p>
<b>What evidence would you need</b>	More detail in the answer

**to see in order to assign a higher rating (or ratings)?**

Students need to explain rather than describe

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

Remind students to use resources available to them

To read the questions thoroughly and underline specific requirements

### Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C6

**What rating (or ratings) has the group assigned this Sample?**

C

**What evidence supports the rating(s) the group has given**

Very basic observations

It's limited

It is not a T (that is quite harsh)

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

Mention more than one 'type'

**What actions would you recommend for**

Example needs more 'pumping' Instead of the word fruit be more specific (banana, blueberries)

**teachers to help the student attain a higher rating (or ratings)?**

Use Healthy Eating diagram to flesh out questions for students to visually assist in understanding

## Summary of any further samples moderated

**Further samples - Criteria assessed against**

C6

**What ratings have the group assigned this/these Sample(s)?**

C to C-

**What evidence supports the ratings the group has given**

Student has not understood functional foods

Did not give a strong answer to question 2

Question 3 is an easy task but not done well

The answer to question 4 is very limited

Looking holistically the student looks like a C

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

All the above changed!

**What actions would you recommend for teachers to help the student attain**

Teach terminology

There are resources around to refer to for more

a higher rating (or ratings)?

understanding

## Planning for September Moderation 2018

**Are you planning on:**

Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing

**Please list the criteria to be moderated:**

Cr 4 - Standard/Element 2 Cr 2 Standard/Element 2

**Briefly describe the type of task you plan to look at:**

Student will produce an observational checklist that they could use in a practical food preparation situation that addresses safe food and hygiene practices

Select one safe practice and one food hygiene procedure and justify and explain it is a requirement

**Please state the name of the person supplying the samples for the September moderation**

Wendy Irvine

**Email**

wirvine@education.tas.edu.au

## Sharing Resources

**Please provide details of any resources or teaching or**

We shared new texts - Food Tech Focus (Stage 5)

**assessment strategies, useful links etc. that were shared in the meeting.**

and Food for You

## **Course Support**

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

New course still working through it - to be discussed

## Annotated Exemplars

**Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?**

Sample 1  
Sample 2  
Sample 3  
Sample 4