

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

Submission Time: March 14, 2018 8:54 am

Meeting Details

Meeting Venue:

South

AM or PM session?

AM

Which Learning Area is this Report for?

Technologies

Which AM Meeting is this report for?

Technologies - Food Hospitality Enterprise Level 2

Moderation Leader Name

Lynley Devereux

Moderation Leader Email

lynley.devereux@education.tas.gov.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 anyone who was extra on the day

Lynley Devereux
Ben Salmon
Scott Houston
Jenny Cooper
Tess Henry

Extras - please enter the names and schools (and

None

email addresses if you have them) of anyone extra who wasn't on your attendance list:

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

None

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C1
C2

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

Crit 1.1 - C- Crit 2.2 - C

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

Criteria 1.1 Reason
C- Food intolerance listed as the actual food
Caesar salad may have croutons which would have also contained gluten

Criteria 2.2 Reason

C All agreed

Varied reasons listed

What evidence would you need

none

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

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

Thank you to Leanne Mann for supplying the assessment task. We really appreciated having access to this assessment task and all agreed that it was straight forward and quick to assess.

All agreed it would have been useful to be supplied with copies of the menus from the restaurants to know if students had answered questions fully, but were happy to compare the assignments to gather this information.

Information on what the teacher had taught prior to the excursion would have been useful. (eg. Were allergies taught, or only intolerances?)

Questioned terminology used in assignment: 'which food intolerance' may have been better worded as "comment on the food intolerances/food allergies....." This may have encouraged students to put in more information.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C1
C2

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

Crit 1.1 - C Crit 2.2 B-

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

Criteria 1.1 Reason
C Named gluten
Garden Salad was a good option
Identified vegetarian option.

Criteria 2.2 Reason

B- Varied reasons listed

Elderly person question -well thought out.

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

none

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

none

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C1
C2

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

Crit 1.1 C- Crit 2.2 C+

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

Criteria 1.1 Reason

C- Confused?

Pizza/gluten-free pasta offered as alternative choices

Identified vegetarian option.

Criteria 2.2 Reason

C+ In overall questions: was heading toward a B, but

2 good answers then 2 ordinary

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

none

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

none

Summary of any further samples moderated

Further samples - Criteria assessed against

C1
C2

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

Crit 1.1 B Crit 2.2 B

What evidence supports the ratings the group has given

Criteria 1.1 Reason

B Gave 2 food alternatives

Criteria 2.2 Reason

B Elderly persons needs identified

Last question made this a B rather than a C : we gave extra points for food associated with happy memories

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

none

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

none

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:

not specified by this group

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

Other discussion.

All five teachers were new to this subject and most had done a scope and sequence for term one only. This allowed teachers to gauge the aptitude of the class and set tasks according to interest and ability.

The course outline for Food & Hospitality Enterprise (which was not in Gill Sans font size 5) was shared.

The TASC Teaching and Learning Supplement was shared. Only one/five of us knew about it and that person had found it by accident.

We now have each other's emails to share resources.

We shared scopes and sequences and assignments.

Anthony Loberto (thebeansmith.com.au) 0416 246 137
will service coffee machines and teach classes.

We discussed Coffee making as a course at this level.

Clickview : Prepare and serve espresso may be useful

All started with Safety, then Tasmanian foods.....

"Product design" was discussed and ideas floated..... pop
ups?

Food? Restrictions? Keeping quality? Audience?
Packaging? Labelling? Pricing?

Finishing Up.

Adam shared the assessments that were completed on
line.

Our group had reached consensus on results easily-,
however we did not agree with some of the t's that were
given online.

We liked marking the assignments together..... there
were no pre-conceived ideas, so all were able to put
forward their ideas without expecting an argument.

All agreed to keep in touch and share resources as we
came across them/developed them.

Two book resources: Food Solutions, Units 1&2, 4th
Edition Nelson publishers.

Food Solutions, Units 3&4, 4th
Edition Nelson publishers.

(Too much text for Level 2, but each has approx. 40
recipes in the back with questions)

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

not specified not specified

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

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Course Support

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?

Other: not specified