

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

Submission Time: March 13, 2018 11:59 am

Meeting Details

Meeting Venue:	North
AM or PM session?	AM
Which Learning Area is this Report for?	Health and Physical Education (HPE)
Which AM Meeting is this report for?	HPE - Health Studies Level 3
Moderation Leader Name	Carolyn Robinson
Moderation Leader Email	carolyn.robinson@education.tas.gov.au
Minute Keeper (if available)	Adrian Scott
Minute Keeper Email	adrian.scott@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

Carrie Dunham
Minka Woolley
Dominique Emmett
Tracy Campton
Michelle Fitzallen
Craig Slavin
Jacinta Hall
Carolyn robinson
Adrian Scott
Ged egan
Renee French
Jon Atkins

anyone who was extra on the day

Michelle Rybka
Renee Sushames
Katrina von Stieglitz
Petra DENNIS
Annie McManus

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

Nil

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

C2

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

Marking ranging C+ (2), C (4), C- (2), T (13)

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

Marking for the C range - Thought higher marks for some relevant points (still thought not enough for 30 mins of question time)

Marking for t range. Key indicators in questions not addressed. Health indicators, no mention of supportive environments and no data. Lacks the depth to show evidence for the criteria.

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

Would hope that they could link to examples with more concise information in relation to the question. i.e health indicators like life expectancy.

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

Can we simplify questions? Look for the key words Outline, Discuss, Identify and explain.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C2

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

Marking Range B (2), B- (1), C+ (3), C (5), C- (8), T (5)

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

C range or lower - Nothing about impact, included old statistics, no health outcomes and no supportive environments.

B range - No comment. The samples form the data = 24 so does this include data from the south. And if so interesting to see the reasoning to justify.

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

Could have included some closing the gap strategies, response jumps around mentioned well after introduced. Further substance. Terminology, more relevant factors presented. Reference to strategies but no discussions. Just slotting in information than focussing on answering the question.

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

See above reasons. But along the lines of Structure of answers and including relevant points to answer the question.

a higher rating (or ratings)?

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C2

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

C+ (1), C (3), C- (7), T (10)

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

C - Made links between factors and explained i.e. Health issues and lack of access to foods and also living in rural areas.

T range - Language terminology lacking i.e. stuck with health issues, Aussies sick with poor diet. Repetitive, links considered weaker by markers in with sample, they tried to connect to the question but didn't go further, showed a lack of knowledge in examples giving. i.e. embarrassed or lower going to a white doctor.

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

Brief mention of supportive environments, just restated the question didn't actually say anything.

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

As above.

Summary of any further samples moderated

**Further samples -
Criteria assessed
against**

C2
C7

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

See the graph supplied to moderator. There is another 4 samples and to collate this does not fit in this space.

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

Sample 4 - This contained groups with inequalities that had data and information inaccurate to the prison community.

Sample 5 - Included some data and some links but repetition of same details (don't have the funds to access healthcare), missed opportunities to go further with information when providing justification. There is some reference to supportive environments but then go onto how does it impact.

Sample 6/7 - Confusion over sample answers some marked Version. 1 and some Version 2.

Sample 6 - Version 2 - (b range) great first 2 dot points but could increase theory of determinants and discuss the supportive environment in more details. Over did the theory to the determinant of adding to the discussion. Sample included a lot of what is health, further on included no related information i.e. mentioning of supportive environment but didn't continue. Lots of health indicators, 72.9 - is old data. Has not addressed the question there are some relevant points but not enough.

Sample 7 - Version 2 - Addressed the question, included data. All 3 dots points address, explained, mentioning supportive environments, good examples and strategies used evidence to support their discussion points.

Discussions around C7 - Communication was discussed as the whole criteria and was focussed one how to

assess - i.e. is assessing of this criteria in the exam going to be on the same standards. Paragraphs, sentences not too long, indenting, crossing out etc. versus connecting of clarity of information in explanation to clearly in detail, logical, clear, concise, accurate terminology. "Is the writing so the reader understands." Suggestions focussing on the first 4 in the standards and not all.

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

Sample 4 - The disparity seems to occur from the markers accepting the information presented as accurate. Therefore seemingly answered the question. But lacked actual understanding of the topic.

Sample 5 - Expanding answer on those points ex. might be they don't have the money to access health care.

Sample 6/7 - see notes above.

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

Sample 4 - Guide students into selecting up to date information of certain groups as studying and studying particular groups as accessing and finding information can be hard to navigate. There are 7 choices in the course document and not limited to (suggestion to guide students towards - rural/remote, indigenous, refugees, low SES).

Sample 5 - See above.

Sample 6/7 - Information must address the question and the criterion that is being assessed.

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:

C4 & C7

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

A common midyear exam question(when we know what it will look like!).

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

Darren Perry

Email

darren.perry@education.tas.gov.au

Sharing Resources

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

Time was used discussing the samples and the new criteria. Next time.

Course Support

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

We would like a shared teacher resource (like they have in Sport science) particularly useful for new teachers.

From the December PL, Darren was emailed assignment tasks links. Where is that located?

Canvas difficult to access for private schools.

And thanks for putting together a sample midyear exam
Darren.

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 7

Any comments:

Thanks