

# 2021 March Moderation - Report



Which meeting is this report for?

Health Studies 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 1 = Element 1, Element 2, Element 4, Element 5

Criterion 7 = Element 1, Element 2, Element 3

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

C1 C+ C7 C

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

C1:

All parts of the question were answered.

The introduction lacked evidence to support why 'unplanned and unprotected sexual encounters' were behaviours of concern.

There were no details about what these 'endeavours' involved, although some were mentioned in a later section

There was no data to highlight the significance of this risk-taking behaviour.

Negative consequences were mentioned but no specific details were included.

There were some relevant factors mentioned but they were not explained with enough detail.

Family planning programs in schools was a suitable example of health promotion, but the information on how the programs works to reduce risk taking was lacking.

C7:

Paragraphs were used.

Some specific terminology was used but not always appropriately.

There were a number of spelling errors (although perhaps some were typos or a combination).

The language of the question was not used and therefore the response was not always clear.

The message was reasonably clear, but some expressions affected the clarity of the delivery.

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

There were some incorrect terms used, such as STDs rather than STIs).

C1:

The student needed to provide details of what specific behaviours are considered 'unplanned and unprotected sexual encounters.

Evidence needed to be included to highlight why these behaviours are of concern, such as data about young people and their sexual behaviours, and details about possible impacts on health.

The discussion of the factors needed to be refined so that each of the three factors were clearly explained.

Specific links between the factors and particular risk taking is needed.

A more detailed discussion of the information that is delivered through family planning programs and HOW this information/education will help young people to reduce this type of risk taking. Specific links to particular types of 'sexual' risk taking needed.

C7:

The work needed to be proofed and spelling errors corrected.

The student needed to use language from the question to connect their response to the ideas presented in the question.

The student needed to correctly use additional specialised terminology.

Information needed to be clearly explained rather than listed

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

C1 C+ C7 C

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

C1:

Ensure students have sufficient evidence to support their claims about young people and their risk-taking behaviours - current data and other information that highlights these behaviours as concerning.

Teach students about the various factors that encourage risk-taking (in general) and ensure that they are able to describe and explain the factors (not just list).

Ensure students can discuss these factors in relation to specific risk-taking behaviours.

Study a range of health promotion strategies and ensure students are able to explain what the strategies involve and how they achieve positive health outcomes through practical links between the strategies and specific behaviours/health impacts.

C7:

Get students to carefully proof work.

Use question as a guide to organise ideas.

Use language of question to make connection to answer.

Ensure specialised terminology is learned and used (properly).

Ensure that points made are explained in sufficient detail to ensure information is easy to understand.

### Moderation Details for Calibration - Sample 2

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

Criterion 1 = Element 1, Element 2, Element 4, Element 5

Criterion 7 = Element 1, Element 2, Element 3

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

Criterion 1 (Elements 1,2,4,5) - B      Criterion 2 (Elements 1,2,3) - B

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

C1:

All parts of the question were answered.

Overall, this response was good.

The introduction lacked evidence to support why tobacco smoking is a concern for young people. Some data was presented, but it was not specific to young people. The last point in the introduction was questionable.

The strongest section was the discussion of factors, with good choices - peer pressure, family/role models, addiction, although a couple of statements were not accurate.

The health promotion strategy choice was not ideal - Quit is about support for people quitting, but this was not discussed in enough detail. Packaging warnings are also not part of Quit. There was only meant to be one health promotion strategy discussed.

C7:

Paragraphs were used.

Some expression issues.

Some spelling issues, including the spelling of specific terminology.

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

Response was logical and the information was quite clearly presented.

Evidence needed to assign a higher rating

C1:

Additional evidence needed to be included to highlight why tobacco smoking is an area of concern for young people, such as data about tobacco smoking in young people, and the specific impacts on health.

The discussion of the factors was generally good, although some additional detail would have been useful.

The choice of health promotion strategy needed to either change to one that enabled more detailed discussion about how it helps, or the student needed to focus on a single strategy and explain how that helped to reduce risk taking in relation to tobacco use.

C7:

The work needed to be proofed and spelling errors corrected.

The student could have used additional specialised terminology.

The student needed to take care with expression to ensure that it is clear and accurate (i.e., they write what they mean).

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

Criterion 1 (Elements 1,2,4,5) - B      Criterion 2 (Elements 1,2,3) - B

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

C1:

Ensure students have sufficient evidence to support their claims about young people and their risk-taking behaviours - current data and other information that highlights these behaviours as concerning.

Teach students about the various factors that encourage risk-taking (in general) and ensure that they are able to describe and explain the factors (not just list).

Ensure students can discuss these factors in relation to specific risk-taking behaviours.

Study a range of health promotion strategies and ensure students are able to explain what the strategies involve and how they achieve positive health outcomes through practical links between the strategies and specific behaviours/health impacts.

C7:

Get students to carefully proof work.

Use question as a guide to organise ideas.

Use language of question to make connection to answer.

Ensure specialised terminology is learned and used (properly).

Ensure that points made are explained in sufficient detail to ensure information is easy to understand.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Element 1, Element 2, Element 4, Element 5

Criterion 7 = Element 1, Element 2, Element 3

Sample 3 - What rating (or ratings) has the group assigned this sample?

Criterion 1 (Elements 1,2,4,5) - C-

Criterion 2 (Elements 1,2,3) - C

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

C1:

Lots of listed information and no explanation of that information.

Did not answer all parts of the question clearly.

Some concepts were relevant but were not explained appropriately or in context.

Some of the ideas presented were not relevant to the question.

No specific drugs were mentioned.

The school drug education program did not discuss specific strategies for reducing risk taking in relation to drugs. It was too general in nature.

The three factors were not obvious (many possible factors were presented) and they were not explained.

No data or evidence was given to highlight the reason for concern.

C7:

Paragraphs were used but some were very short, made up of lists of terms.

Some spelling issues.

Language was okay, but very basic.

Information was readable.

Sample 3 - What evidence would you need to see in order to assign a higher rating

C1:

All parts of the question needed to be answered clearly.

Specific drugs details needed.

(or ratings)?

Evidence needed to be included to highlight why drug use is an area of concern for young people, such as data about drug use in young people, and the specific impacts on health.

Three factors needed to be selected (not more) and explained to show how the factors increased risk taking in relation to specific drugs.

The discussion of a health promotion strategy needed to be more specific (go beyond a generic education program) and details of what the strategy provides and how it helps to reduce drug-related risk taking.

C7:

The work needed to be proofed and any spelling errors corrected.

The paragraphs needed to be more extensive, and the student need to go beyond listing concepts.

The student needed to take care with expression to ensure that it is clear and accurate, especially in the discussion of strategies to reduce risk taking.

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

Criterion 1 (Elements 1,2,4,5) - C-

Criterion 2 (Elements 1,2,3) - C

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

C1:

Ensure students have sufficient evidence to support their claims about young people and their risk-taking behaviours - current data and other information that highlights these behaviours as concerning.

Teach students about the various factors that encourage risk-taking (in general) and ensure that they are able to describe and explain the factors (not just list).

Ensure students can discuss these factors in relation to specific risk-taking behaviours.

Study a range of health promotion strategies and ensure students are able to explain what the strategies involve and how they achieve positive health outcomes through practical links between the strategies and specific behaviours/health impacts.

C7:

Get students to carefully proof work.

Use question as a guide to organise ideas.

Use language of question to make connection to answer.

Ensure specialised terminology is learned and used (properly).

Ensure that points made are explained in sufficient detail to ensure information is easy to understand.

## Planning for September Moderation 2021 - Statewide Samples

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

Criteria 2 from Global Health question of the 2020 TASC exam (which teachers will use for mid-year)

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

The group asked that a range of As be provided by TASC for this moderation, and possibly some one A/B cusp.

## Sharing Resources

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

Three pillars of harm minimisation in Australia  
<https://www.health.gov.au/resources/publications/national-drug-strategy-2017-2026>

## Course Support

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

The group wants to focus on the top level students to see what As are creating within moderations.

Could the Years 9-12 Learning clarify whether you can ask TASC to provide exam samples for our next moderation?

Could we also please have all the questions we need to respond to / fill in for the reports provided within a word document so we can address them all in the meeting (as many didn't fit within the provided schedule)?