

2019 March Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	HPE - Health Studies Level 3
Moderation Leader Name	Alanna Stretton
Moderation Leader Email	astretton@stpatricks.tas.edu.au
Minute Keeper	Dominique Emmett
Minute Keeper Email	dominique.emmett@education.tas.gov.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.

Dominique Emmett - Don College
Minka Woolley - Don College
Rebecca Marien - Hellyer College
Alanna Stretton - St Patricks
Meg Graham - Ulverstone High
Tom Viney - Newstead College
Renee Sushames - St Brendans
Michelle Fitzallen - Launceston Christian School
Andrea Brooke – LC
Holly Butler – LC
Sheree Carter - NW Christian School

Renee French – Marist
 Anita Handley – Leighlands
 Sean Harris – LC
 Rachel Kirkwood - Tasmanian e-school
 Laura Korpershoek - Circular Head Christian School
 Annie McManus - St Patrick's
 Michelle Rybka - Scotch Oakburn
 Katrina VonStieglitz - St Patrick's

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Nil

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

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

B to B-

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

Looked at examiners report. Some seem to have been looking for data - not asked for in the question. TASC have limited the answer to 1 page - should be 2? Can't expect students to include everything in an answer - should not expect more than the question is asking. Question whether the question is well related to the criterion.

Sample 1 - What evidence would

Clear coverage of political and physical. Morb & mortality of ONE disease.

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

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall

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

t+ / C-

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

Used 2 causes of M&M (only asked for ONE). Physical and political factors are weak. Many comments regarding Ethiopia which were irrelevant to the question.

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall

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

B

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

Repeated same factors over again. Mixed up physical environment and physical health. Perhaps a factor related to the question - lack of clarity.

has given?

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

According to examiners comments - should have included data???? Less repetition. More quality detailed information. Physical environment weaker. Great detail on the actual disease.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 7 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?

A- / B+

Sample 4 - What evidence supports the rating (or ratings) the group has given?

First page disjointed. Got better with paragraphing. Terminology good. Should the element include correctly uses basic terminology (isn't this content related??) Easy to understand and follow the points of the question.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Paragraph usage.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Don't think it's fair that the literacy tick is assessed 3 times in the exam. Difficult to mark Literacy tick criterion. Almost have to mark the same 30 min answer twice.

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 7 = Overall

Sample 5 - What rating (or ratings) has the group assigned this sample?

C+ / B-

Sample 5 - What evidence supports the rating (or ratings) the group has given?

Poor spelling. Good paragraphs. 'Majorly' as a term used a lot. Terminology not quite as well explained.

Moderation Details for Calibration - Sample 6

Sample 6 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 7 = Overall

Sample 6 - What rating (or ratings) has the group assigned this sample?

C-

Sample 6 - What evidence supports the rating (or ratings) the group has given?

Lower level literacy - in terms of health terminology
 t on C3. Can read, very basic language. They can communicate information. Can write and we can understand it. Are looking for adult everyday literacy.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and

C2 and C7 (same as the Southern group) - Question to be developed by Alanna & St Pats team

elements (if desired) for moderation.

Sharing Resources

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

Darren Perry suggested we use Microsoft Teams to share resources.

Course Support

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

Discussion regarding some exam specifications issues regarding 90 minutes focus on C7. Discussion regarding non friendly nature of the elements in the syllabus document. Concerns regarding the large number of NN's and PA's in our subject area. Exam specifications need to have more focus on our issues as that is what we spend most of our class time on.