

2018 September 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	Carolyn Robinson
Moderation Leader Email	carolyn.robinson@education.tas.gov.au
Minute Keeper	Adrian Scott
Minute Keeper Email	adrian.scott@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.	Carrie Dunham, Circular Head Christian School sharrelle preston, Don College Minka Woolley, Don College Tracy Campton, Hellyer College Michelle Fitzallen, Launceston Christian School Craig Slavin, Launceston Church Grammar School Ged Egan, Launceston College Jacinta Hall, Launceston College Carolyn Robinson, Launceston College Adrian Scott, Launceston College Renee French, Marist Regional College Jill Couch, Newstead College Michelle Rybka, Scotch Oakburn College Renee Sushames, St Brendan-Shaw College Petra Dennis, St Patrick's College Anita Handley - Leighland Christian school
Apologies/absences - please enter	Katrina von Stieglitz, St Patrick's College

the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Annie McManus, St Patrick's College

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criteria 1 & 7.

Moderation Details for Calibration - Sample 1

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

Criterion 1 = Overall
Criterion 7 = Overall

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

Criterion 1 = 4 C, 6 C-, 7 t+, 12 t. Criterion 7 = 6 C, 1 T+, 3 T.

Sample 1 - What evidence supports

Criterion 1 discussion. C range responses decided that a C was being too generous with the mark. Group consensus

the rating (or ratings) the group has given?

decided on a T Sample. Sample 1 included ideas and concepts that were relative but was actually a lack of explanation within them. It did not address the requirements of the question clearly. Some of the ideas that should of been in the first section of the questions were missing. Sample lacked clarity and depth.

Also did not answer the 3rd dot point.

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

Criterion 1 discussion. For a C, Sample needs to provide evidence from studying the course. Including examples, statistics, data, correct terminology to support the answer.

Criterion 7. Lacks strength based on element 1 & 3. Specialised terms lacking.

Sample 1 - Summary of group consensus at element level with comments

C1 = Group consensus indicated that elements need to be far clearer in the course document. The lack of a T criteria was suggested as an issue to identify a weaker grade in comparison to a C standard.

Sample was lacking in element 1 - explains and connects* fundamental groups of key health factors that impact on individuals

C7 = Group consensus Element 1 & 3 = C, Element 2 B-, Overall = C+

Elements 1, 2 & 3 used to assess the criteria. Emphasis weighted on element 3 for this criteria as a major one for this sample piece.

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

Criterion 1 = See answers for improvements of a high rating. Ideas were linked to give students clear instructions around showing that its not just your thoughts on the topic but to give evidence of studying the course to address the criteria.

Criterion 7 = Looking for paragraphs, sentence structure, personal language, logical flow - intro, body. Follow the dot points of the question. Including reasons at the end not planning answer. These elements important but not to lose focus from the message of the answer correctly using terminology. Elements 1,2 & 3 critical for Criterion 7.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being

Crit 1 = All elements

moderated and IF SELECTED the elements within that criterion

Crit 7 = All elements

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

Criterion 1 = 2A, 1B+, 1B, 3B-, 8C+, 9C, 4C-, 1t+.
Criterion 7 = 2 A, 1 A-, 1 B+, 9 B, 5 B-, 4 C+, 5 C

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

Criterion 1 = Group consensus decided a C/C+.

Shows evidence of prevention and justifies views with strategies. For each of the dimensions of health provided an example. However examples were not plausible and only a few reasons for risk taking. Another example "the risk is also positive if you enjoy the risk and want to do it again". "Smoking increases risk of mental health and anxiety." Element 5 was lacking in understanding.

Criterion 7 = Overall rating B

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

Criterion 1 = Sample could include realistic examples, better understanding and statistics, data, terminology out of the course that support the answer.

Sample 2 - Summary of group consensus at element level with comments

Criterion 7. Element 1 A, strong response, clearly and accurately answered. A few expression errors, 1st person language paragraphing. Element 2, C. Element 3 terminology B standard. Overall B.

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

Criterion 1. Discuss the importance of addressing elements in the criteria.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being

Crit 1 = All elements
Crit 7 = All elements

moderated and IF SELECTED the elements within that criterion

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

Criterion 1 = 9 B+, 7 B, 8B-, 4C+, 1 C- Criterion 7 = 4A, 7A-, 6 B+, 8 B, 2 C+, 1 C

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

Criterion 1 = Group consensus B.

Evidence. It gave data, examples of dimension of health, but reference to the health dimension was limited and how the linked physical with emotional. Sample did not outline the risk taking behaviour just straight into response.

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

Criterion 1. An A standard answer could have included evidence of examples of finical impact on determinants of health. They were good reasons with extra details just tacked on a little bit on the end of response. However sample wasn't comprehensive enough, talked about positive/negative and awareness, did not talk about the steps to minimise harm. Sample did not provide example of positive or negative, missing on all of the sections.

Sample 3 - Summary of group consensus at element level with comments

Criterion 7. Element 1 strong response A. Element 2, English is correct gramma spelling, use of paragraphs, high standard B standard. Element 3, There terminology a B standard. Overall A-.

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

More detailed in their issue discussion. Specific terminology and broader examples.

Moderation Details for Calibration - Sample 4

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

Crit 1 = All elements
Crit 7 = All elements

that criterion

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

Criterion 1 = 1 A+, 6A, 5 A-, 7 B+, 8 B, 2 B- Criteiron 7= 6 A, 8 A-, 8 B+, 3B, 1 B-, C+

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

Criterion 1. Group consensus B range.

First 2 sections good response, detail in the reason of the quality of the decisions. Provided a range of discussion points in Positive / Negative in a logical fashion. Last section was a weaker response of the 3. Missing examples, issue discussed weaker in this section.

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

Criterion 1. Did provide an attempt at some data not convincing. A few inappropriate examples, ie. depression = sadness. Their language use and terminology impacted explanation of the impacts. No long term consideration of impact considered in response. Terminology missing, i.e. soft tissue injury, Post traumatic stress.

Sample 4 - Summary of group consensus at element level with comments

Criterion 7. Element 1 strong response A standard. Element 2 A standard, Element 3 A standard, Overall A standard.

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

More detailed in their issue discussion, Specially terminology, Broader examples.

Moderation Details for Calibration - Sample 5

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

Crit 1 = All elements
Crit 7 = All elements

Sample 5 - What rating (or ratings)

Criterion 1 = 1 A+, 10 A, 9 A-, 4 B+, 1 B, 1 C+. Criterion

has the group assigned this sample?

7 = 1 A+, 6 A, 5 A-, 5 B-, 5 B, 1 C+

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

Criterion 1 = Group consensus A-
Some repetition, did not cover all the requirements of elements of positive/negative impacts. Lots of reasons discussed, had variety and quality discussions. Address all the dimension identified some statistic need more detail, in example connections.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Criterion 1 . Long term consequences of effects ignored. Lack of understanding Social Health - I.e. "taking risks with friends car crash, may never get into a car again with them". Unrealistic example.

Sample 5 - Summary of group consensus at element level with comments

Criterion 7. Consensus Element 1 = A , Element 2 C, Element 3 A Overall A-
Clarity and specialised terminology key parts. Only consensus on an A- if markers are lenient with element 2.

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Criterion 1. Clearer understanding around Social Health impacts.
Criterion 7. The second element was discussed as not being weighted as important being under exam conditions.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

Criterion 7

Please enter the name and email address of the person providing

Darren Perry

the samples:

Email

darren.perry@education.tas.gov.au

Sharing Resources

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

No 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:

A review of the elements in the standard document needs to be done urgently.