

# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	HPE - Health Studies Level 3
Moderation Leader Name	Gavin Joyce
Moderation Leader Email	<a href="mailto:gavin.joyce@education.tas.gov.au">gavin.joyce@education.tas.gov.au</a>
Minute Keeper	Sue Hancock
Minute Keeper Email	<a href="mailto:sue.hancock@education.tas.gov.au">sue.hancock@education.tas.gov.au</a>

## 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.

Bec Thomas	EC
Sam Jesney	Rosny
Gav Joyce	Rosny
Andrew Hughes	Clare. Coll
Anna Seabrook	Hob
Sue Hancock	Hob
Anthony Prior	Hutchins
Robert Owens	Fahan
Chelsea Coleman	EC
Anita Johansson-Wong	EC
Sharon Scott	Collegiate
Rochelle Hoare	GYC
Erin Leader	GYC
Stuart Millar	Calvin
Jane Whitfield	St Marys
Trish Menadue	Friends
Amy Harris	Friends

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

Jodie Staveley

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 = Element 1, Element 2, Element 3

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

Criterion 1 - Varying between C and t, Criterion 7 - Varying between t and A originally. After discussion it was agreed that the sample was a t+/C- for C1 and C for C7.

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

We agreed that the first 3 elements were more important for C7 (communication) and that the spelling, grammar etc had to be almost perfect for an A rating. This piece of work had structure and answered some parts of the question. Spelling and grammar were basic, they could spell common words but there was not much use of specialised terminology.

C1 - The individual did not answer the question with satisfactory amount of detail or knowledge to gain a C rating. There was very little mention of any Health Studies theory related to the question. The answer did not contain examples to back up the statements they were making. They did not mention the impact of risk taking on the dimensions of health.

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

C7 - more use of specialised terminology, a more sophisticated level of punctuation, grammar, spelling and paragraph use.

C1 - more evaluation and discussion of the impacts of risk taking on the dimensions of health, mention in greater detail the dimensions of health and a greater understanding

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

demonstrated of how they interact with each other, mention of a wider range of reasons why adolescents undertake risk taking behaviour - only one mentioned.

We agreed that the first three elements were the most important at exam time for C7.

E1 - written work conveyed information in a logical manner,

E2 - could spell basic words

E3 - used some basic terminology

C1 - all elements considered - subject was limited in meeting most of the elements.

E1 - Limited knowledge of the impact of health factors on an individual

E5 - included a limited reference to support strategies for mitigating risk

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

Advise student to include more detail in their answer, provide a sample answer for the student to look at,

## Moderation Details for Calibration - Sample 2

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

Crit 1 = All elements  
Crit 7 = All elements, Element 1, Element 2, Element 3

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

C7 -. E1, E2, E3 C1 - all elements

**Sample 2 - What evidence supports**

C7 - Initially the spread ranged from A to t+. After discussion the group had greater consensus with B/B-

the rating (or ratings) the group has given?

ratings. Grammar and spelling are generally correct, punctuation included and paragraphs used. Question is answered logically and sequentially. Uses terminology correctly. Use of paragraphs was correct.

C1 - Initially the ratings ranged from A- to C-. After discussion we agreed that it was a C+ rating. Evidence included that the writer had included some consequences of risk taking behaviour in regards to long term health, they had included a few health factors that impact on individuals and had linked the impacts with the dimensions satisfactorily.

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

C1 - The student needs more details regarding the range of factors they discuss and more detail regarding how they impact on more dimensions of health. The impact of the dimensions on each other needs to be included as do more examples to back up the statements they are presenting.

C7 - More sophisticated use of technical terms needs to occur, including explanation of the terms. Less use of colloquial terms is also recommended.

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

C1

E1 - Satisfactory. The student needs more details regarding the range of factors they discuss and more detail regarding how they impact on more dimensions of health

E2 - No discussion of determinants

E3 - Not relevant

E4 - Includes the broad impacts on health. Evidence included that the writer had included some consequences of risk taking behaviour in regards to long term health. They had included a few health factors that impact on individuals and had linked the impacts with the dimensions satisfactorily.

E5 - Not relevant

E6 - Very satisfactory. The impact of the dimensions on each other needs to be included as do more examples to back up the statements they are presenting  
C7

E1 - Conveyed information clearly and in a logical manner. Question is answered logically and sequentially

E2 - Grammar and spelling are generally correct, punctuation included and paragraphs used. Use of paragraphs was correct. Uses terminology correctly.

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

E3 - More sophisticated use of technical terms needs to occur, including explanation of the terms. Less use of colloquial terms is also recommended.

Feedback regarding the need for more detail regarding how the dimensions affect each other. Give student a sample 'A' answer to look at.

### Moderation Details for Calibration - Sample 3

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

Crit 1 = All elements  
Crit 7 = Element 1, Element 2, Element 3

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

C1 - original range was C- to B+. After discussion it was agreed that a B- was appropriate. C7 - t+ to A- was the original range. Meeting agreed that a B+ was appropriate.

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

C1 - Dimensions have been discussed in detail with examples for some. They have addressed all parts of the question and have used specialised terminology. Only one factor discussed in regards to reasons why adolescents might take risks.

C7 - Writing is logically and sequentially presented with grammar and spelling generally correct. Paragraphs have been used well and terminology has been used correctly.

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

C1 - More evidence of knowledge of factors which contribute to risk taking. Examples to back up statements.

C7 - A bit more organised structure in the setting out of the extended response. Some parts of the response are added onto the end, when they should have been included in the opening paragraph. Adds to the clarity of the information by including examples for all of their

statements.

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

C1

E1 - Only a limited range of factors included

E2 - Not included

E3 - NA

E4 - More immediate effects included rather than long term

E5 - Good information about the factors contributing to a positive or negative risk.

E6 - Well done. Good description of how the dimensions of health are affected.

C7

E1 - Writing is generally logically and sequentially presented. The format is appropriate and the ideas are clearly conveyed.

E2 - Grammar and spelling generally correct. Paragraphs have usually been used well

E3 - Terminology has been used correctly.

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

Encourage students to include as many factors as they can within the time constraints and to give examples to back up all of their statements. Give students an exemplar essay for them to refer to next time.

**Moderation Details for Calibration - Sample 4**

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

Crit 1 = All elements  
 Crit 7 = All elements, Element 1, Element 2, Element 3

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

C1 - Originally the spread of marks was from B- to A+. We agreed it was B+. C7 - originally a spread of t+ to A. We agreed it was B+ standard.

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

C1 - Have evaluated a range of factors that lead to risk taking. Have included impacts on health of individuals and included all of the dimensions of health. Have included discussion as to how the dimensions affect each other. Have included examples to support their statements.

C7 - Written work is clearly stated and ideas are conveyed in a logical and coherent manner. Spelling, grammar and use of paragraphs is strong and terminology is discussed correctly. There is a little use of colloquial language, use of the first person and some dot pointed information that precludes an A award.

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

C1 - Include examples for all statements. Establish more of a strong connection between the dimensions of health. Include and discuss more factors that contribute to risk taking.

C7 - Avoid the use of first person in the extended response. Avoid the use of dot points, avoid using colloquial language.

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

C1

E1 - Have evaluated a range of factors that lead to risk taking.

E2 - Not included

E3 - NA

E4 - Understand how risk taking can impact on individuals health

E5 - Included a range of reasons why teenagers undertake risk taking behaviour

E6 - Have included impacts on health of individuals and included all of the dimensions of health. Have included discussion as to how the dimensions affect each other. Have included examples to support their statements.

C7

E1 -Written work is clearly stated and ideas are conveyed in a logical and coherent manner.

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

E2 - Spelling, grammar and use of paragraphs is strong  
 E3 - Terminology is discussed correctly.  
 There is a little use of colloquial language, use of the first person and some dot pointed information that precludes an A award.

Advise student to avoid dot points and colloquial language if possible. Additionally, the use of the first person should be avoided.  
 Give students an example A rating essay to look at for guidance.

**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.**

C7 was deemed to warrant more consideration and C4 was also suggested.

**Please enter the name and email address of the person providing the samples:**

Gavin Joyce

**Email**

[gavin.joyce@education.tas.gov.au](mailto:gavin.joyce@education.tas.gov.au)

**Sharing Resources**

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

The Orb  
 The Lifeline Express  
 Getting a Physiotherapist in as guest speaker – shared experiences she had in Nepal as a volunteer



were discussed.

## Course Support

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

The language surrounding some of the concepts we talk about is unclear and sometimes there are many terms for the same idea. For example - LDC's, MDC's, Low Income Countries, High Income Countries, Developing Countries, Developed Countries. Also - dimensions of health, components of health, internal and external components, environments.