

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

HPE - Sport Science 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 6 = Overall

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

t+ (Sample 3)

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

Qu 16

Link plausible,

Info on ES, though focus on Aerobic system

Self Efficacy info OK, but lacked a link specifically to ND.

2nd link tenuous, a big leap in terms of missing more relevant info, some info on Motivation

NO real application.

Qu 17

NO real attempt - only at the link GS will improve her FS stroke?

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

see above

Sample 1 - Summary of group consensus with comments to

see above

element level if applicable.

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

Complete all links and do both questions - time management, exam prep (start with this book?)

Moderation Details for Calibration - Sample 2

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

Criterion 6 = Overall

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

Sample 2 - B

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

Qu17

Strong link

Detailed and accurate theory

Used SS terms,

Application about running and kicking a ball - Arianne is a swimmer!

2nd link - link yes

Coping Strategies and SA theory good

Examples for both again not specific to the question but AFL

Application

Qu16

Link good. Perhaps it could go the other way.

Good Info for Periodization and GS.

No examples in this section

Application - taper for ND, peaking for important tournaments

A 'prepared' answer trying to fit the scenario.

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

see above

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

see above

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

Read the question and try and isolate how the links relate to the question.

Teachers look for evidence and

Too, understand that sometimes things can be inferred without being said (its implied) in the way it is written.

Moderation Details for Calibration - Sample 3

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

C+

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

Qu 17

1st link plausible

Theory accurate, but not detailed. Examples good but needed more swimming. Application needed some fine tuning.

2nd link - Good link, better examples, Feedback needed a little more info, GS showed good info. The application was good.

Qu 18

1st link Good link and eggs and info in both Fatigue and SA. The application was good, but lacked a final summation and examples of EP on the field.

2nd link Link good, Info presented in Fitness Comp good, perhaps could have opened up a little if they knew EP. The info on Auto learners was good, but lacked something extra to really show understanding

A specific example again for EP would have helped summarise this link.

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

see above

rating (or ratings)?

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

see above

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

This felt a little 'prepared' and then 'moulded' to the question. See above notes. Application to EP and AFL?

Again the thoughts around this are that students have a decreased knowledge in a range of sports than we used to see, they might know one or 3 sports well. It becomes difficult when a question is framed as a specific sport.

When exam questions are being written this needs to be taken into account.

Planning for September Moderation 2020 - Statewide Samples

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

NO consensus, I will contact the southern group. We looked at A Lab write up C8 working to a scientific report writing, C7 and the Inv Study we the two most discussed

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

Paul Smith will work with the Southern group to get a task out for internal marking and then get work samples.

Sharing Resources

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

Pitfalls in the exam structure - too much required in this section in the time allocation. Teachers reported that 3 questions could have one link well explained and applied NOT two. Perhaps the links can go both ways and CAN BE Intra links.

Students' general knowledge around sports has diminished (they might only know their sport well). Pre-prepared answers is the way teachers and students are using as a strategy to overcome this lack of general knowledge.

The marking tool - how does it have relevance to the standards document?

Perhaps we can scaffold to expected answer in the question better.

Changes need to be made early, so teachers can deliver on these changes.

Sample answers given are unrealistic

In real life Cross discipline (poor choice of terminology language change in course)

(Cross Unit Links) rarely exist.

Does the exam accurately reflect and prepare students for undergrad course in related fields of study?

Clearly when this is book 4 on the exam (clearly students run out of time - regularly and over many years.

Moderation in Sept - Ex Phys Data question - seems less problematic, in the north it is taught first. Check with Southern group for confirmation of Criterion and task for Mod in Sept.

Course Support

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

Could we use another CRITERION? Remove C6? It been problematic for teachers and students for far too long in its existing format. Could we use a folio of nominated work? Could this work be 'moderated' and marked by another teacher from another school? Then C6 could be internally assessed only. Why do we have 6 externally assessed Criterion when some other level three subjects (with literacy tic) have 5? Where is the equity.

Teaching and Learning Guide a most valuable resource, can we update data and some concepts.

Biomechanics not given due time - its 'skimmed over' and the exam question reflects this. So.. can the course be 'beefed up? Should we identify which areas and build a level 4 course. Under the proposed 9-12 curriculum it would be a good time to reflect on the level three course; identify the undergrad knowledge and skills in related course needed and build a level four course (that might include the C6 of this course)?