

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

South

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, Element 2, Element 3, Element 4

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

Link 1: Part 1 (3-4/7.5). Part 2 (4.5-5 /7.5)...Link 2: Part 1 (3-3.5/7.5). Part 2 (3/7.5) (Therefore 14.5/30 C)

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

Link 1:

Part 1. Light on for detail although in the application section clear detail of how one core impacts the other was evident.

Part 2. Some quite sport specific examples, nicely structured response . Good theory on each side of link

Link 2:

Part 1. Basic level background and application.

Part 2. Questionable cause and effect link...lacked clarity

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

Link 1:

Part 1 . Explicit description of how each core area interrelates

Part 2. More emphasis on how feedback and goal setting relate/interact. Needs to be more explicit. Background theory good.

Link 2:

Part 1: Specific examples with background . More application. Bit too generic

### Part 2:

Clarity with link, clearly outline how one impacts the other. Too general. Need to be about how to become elite with specific examples

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

Pre-prepared links without the ability to properly apply to context and clearly outline how one core area interacts/influences another.

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

Explicit teaching around making a clear link/connection that can then be expanded upon.

Share previous responses with class as a starting point for discussion and scaffolding opportunity.

Bank of links is fine, however question context is critical and needs solid examples where understanding can be shown.

### 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, Element 2, Element 3, Element 4

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

Link 1: Part 1: (4-4.5/7.5) Part 2: (4/7.5) Link 2: Part 1: (4/7.5) Part 2: (3/7.5) (Rating = C+)

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

Link 1 Part 1: Theory good. Basic evidence provided, stronger on Sport Psych than Skill Ac.

Link 1 Part 2: As above

Link 2 Part 1: Theory/background provided quite well on each side of link.

Link 2 Part 2: Basic knowledge for theory provided.

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

Link 1: Clearer differentiation between sub-routines vs motor programs. Take care with tense, future vs past. Attention to detail although minimal impact on application of their knowledge for this criterion. Careful not to 'theory dump'. Lack of relevance with examples.

Application not clearly stated. Explicit statement around goals with specialised goal setting terminology. Need greater depth. Avoid 'dumped theory'. More sport

specific examples in the application section.

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

Missing considered, specific terminology/examples that show depth of understanding when explaining how core areas influence/interact .

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

Explicit teaching around making a clear link/connection that can then be expanded upon.

Bank of links is fine, however question context is critical and needs solid examples where understanding can be shown. Attention to detail lacking - reading question important and providing relevant cause and effect connections.

Errors evident in theory.

### Moderation Details for Calibration - Sample 3

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

Criterion 6 = Overall, Element 2, Element 3, Element 4

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

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

ran out of time clearly although even based on first (almost completed) link if they were all completed to this level it would not reach the minimum requirements for a C

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

Lack of detail, did not give themselves a chance to show basic understanding required for C level

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

Consensus easy on this one.

Sample 3 - What actions would you

Much more focus on the application section (rather than theory) of the question

Explicit teaching around making a clear link/connection that can then be expanded

recommend for teachers to help the student attain a higher rating (or ratings)?

upon.

Share previous responses with class as a starting point for discussion and scaffolding opportunity.

Bank of links is fine, however question context is critical and needs solid examples where understanding can be shown.

### Planning for September Moderation 2020 - Statewide Samples

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

Criterion 7. Element 1, 3, 5.

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

Sam Norton

### Sharing Resources

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

Ran out of time to provide this opportunity .

Thank you very much to Mel Brown (previous moderator) and new moderator, Sam Norton.

### 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:

Potential for modularisation , vertical integration in Sport Science in 9-12 curriculum