

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Community Sport and Recreation Level 2

Moderation Details for Calibration - Sample 1

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

Criterion 3 = Overall, Element 6

Criterion 6 = Overall, Element 1, Element 2, Element 4

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

C

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

Criteria 3 - Element 6:

No blending of technology and the use of only text boxes doesn't allow the sample to be more than a C. The sample needed to use more technological strategies to convey complex emotions and feelings.

Criteria 6 - Element 1:

The sample only identifies minor risks, rather than explaining the major risks involved in basketball.

The sample also didn't identify the qualifications available for basketball, it just listed the skills involved in the game of basketball.

Criteria 6 - Element 3:

The sample doesn't identify the why when differentiating and prioritising responses to major hazards during the game of basketball.

Criteria 6 - Element 4:

The sample is not descriptive enough when explaining processes for safe use of a range of sporting/recreational facilities and equipment.

Sample 1 - What evidence would you need to see in

Criteria 3 - Element 6:

order to assign a higher rating (or ratings)?

A blending of technology and the use of hyperlinks, QR codes and embedded videos.

Criteria 6 - Element 1:

Explain the major risks in more detail.

Criteria 6 - Element 3:

Explain what would need to occur in response to a major hazard.

Criteria 6 - Element 4:

Be more descriptive and give additional examples when explaining processes for safe use of a range of sporting/recreational facilities and equipment.

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

The group decided that the sample contained enough evidence for it not to be a t and not quite enough evidence for it to be a B. Therefore the group was happy to give this sample a C.

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

The teacher could provide an exemplar to be clear about what the task is asking for.

The teacher could explain the need to provide major examples of risks and hazards rather than basic ones.

For example being a qualified coach will reduce the risk of injury during training sessions.

The teacher could explain that the student needs to contain local information, data and references.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall, Element 6

Criterion 6 = Overall, Element 1, Element 3, Element 4

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

C

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

Criteria 3 - Element 6:

Limited use of technology and no hyperlinks or QR codes.

Information appears to be cut and pasted and doesn't appear to be in their own words. The information doesn't cover enough of what the task is asking. The sample is a bit one

dimensional.

Criteria 6 - Element 1:

The sample identifies some basic risks and safety issues but these are very limited. It is a quick grab of information and a noticeable observation was the failure to write about the legal requirement of wearing a PFD.

Criteria 6 - Element 3:

The sample only includes minor hazards rather than the major hazards that occur with sailing. The sample needed to contain more local research such as MAST.

Criteria 6 - Element 4:

The sample didn't include the critical safety aspects for safe use of a range of sporting/recreational facilities and equipment.

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

Criteria 3 - Element 6:

A blending of technology and the use of hyperlinks, QR codes and embedded videos.

Criteria 6 - Element 1:

Explain the major risks in more detail.

Criteria 6 - Element 3:

Explain what would need to occur in response to a major hazard.

Criteria 6 - Element 4:

Be more descriptive and give additional examples when explaining processes for safe use of a range of sporting/recreational facilities and equipment.

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

There was a wide range of grades submitted for this task. There was some confusion of the grades based around whether the work sample was addressing Option 1 or Option 2 in the task.

The group was happy to give the work sample a C after discussing this sample in more detail.

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

The teacher could provide an exemplar to be clear about what the task is asking for.

The teacher could explain the need to provide major examples of risks and hazards rather than basic ones.

For example being a qualified coach will reduce the risk of injury during training sessions.

The teacher could explain that the student needs to contain local information, data and references.

The teacher could use this as a learning tool and give students some feedback and another opportunity to improve their work.

Moderation Details for Calibration - Sample 3

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

Criterion 3 = Overall, Element 6
 Criterion 6 = Overall, Element 1, Element 3, Element 4

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?

Criteria 3 - Element 6:
 There is an appropriate use of technology but the use of hyperlinks, QR codes or embedded videos would improve this grade. The courses in the work sample aren't relevant and the references weren't local.

Criteria 6 - Element 1:
 The sample is telling us some information but are not explaining things in enough detail or what you would need to do locally when going out bushwalking. The student hasn't used the activity standards enough and hasn't explicitly written about the risks for equipment, people or the environment.

Criteria 6 - Element 3:
 The sample only includes minor hazards rather than the major hazards that occur with bushwalking

Criteria 6 - Element 4:
 The sample only contains some basic information about minimal impact and leaving no trace.

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

Criteria 3 - Element 6:
 A blending of technology and the use of hyperlinks, QR codes and embedded videos.

Criteria 6 - Element 1:
 Explain the major risks in more detail.

Criteria 6 - Element 3:

Explain what would need to occur in response to a major hazard.

Criteria 6 - Element 4:

Be more descriptive and give additional examples when explaining processes for safe use of a range of sporting/recreational facilities and equipment.

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

The general consensus was that this work sample was a C+.

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

The teacher could provide an exemplar to be clear about what the task is asking for.

The teacher could explain the need to provide major examples of risks and hazards rather than basic ones.

For example being a qualified coach will reduce the risk of injury during training sessions.

The teacher could explain that the student needs to contain local information, data and references.

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 1

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

Emily Dyson

Sharing Resources

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

<https://canvas.education.tas.gov.au/courses/106204/files/5218609?wrap=1>

<https://canvas.education.tas.gov.au/courses/106204/files/5218610?wrap=1>

Course Support

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

N/A