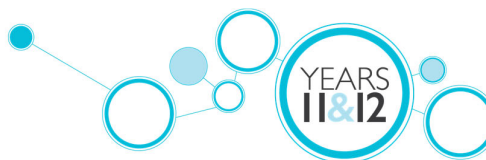


2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which meeting is this report for?

HPE - 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 1 = Overall
Criterion 2 = Overall
Criterion 3 = Overall
Criterion 6 = Overall

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

Samples 1, 2 and 3 were discussed and it was concluded that in hindsight this piece of assessment was hard to moderate due to the task being an oral presentation accompanied by an audiovisual presentation. Whilst the printed version of the presentation could be viewed it was hard to assess how much detail the students had gone into when presenting this to their class.

With this in mind the moderation group decided to discuss and plan a moderation piece that could better be used in next years moderation to allow this process to work more simply.

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

Samples 1, 2 and 3 were discussed and it was concluded that in hindsight this piece of assessment was hard to moderate due to the task being an oral presentation accompanied by an audiovisual presentation. Whilst the printed version of the presentation could be viewed it was hard to assess how much detail the students had gone into when presenting this to their class.

With this in mind the moderation group decided to discuss and plan a moderation piece that could better be used in next years moderation to allow this process to work more simply.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall
 Criterion 2 = Overall
 Criterion 3 = Overall
 Criterion 6 = Overall

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

Samples 1, 2 and 3 were discussed and it was concluded that in hindsight this piece of assessment was hard to moderate due to the task being an oral presentation accompanied by an audiovisual presentation. Whilst the printed version of the presentation could be viewed it was hard to assess how much detail the students had gone into when presenting this to their class.

With this in mind the moderation group decided to discuss and plan a moderation piece that could better be used in next years moderation to allow this process to work more simply.

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

Samples 1, 2 and 3 were discussed and it was concluded that in hindsight this piece of assessment was hard to moderate due to the task being an oral presentation accompanied by an audiovisual presentation. Whilst the printed version of the presentation could be viewed it was hard to assess how much detail the students had gone into when presenting this to their class.

With this in mind the moderation group decided to discuss and plan a moderation piece that could better be used in next years moderation to allow this process to work more simply.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall
 Criterion 2 = Overall
 Criterion 3 = Overall
 Criterion 6 = Overall

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

Samples 1, 2 and 3 were discussed and it was concluded that in hindsight this piece of assessment was hard to moderate due to the task being an oral presentation accompanied by an audiovisual presentation. Whilst the printed version of the presentation could be viewed it was hard to assess how much detail the students had gone into when presenting this to their class.

With this in mind the moderation group decided to discuss and plan a moderation piece that could better be used in next years moderation to allow this process to work more simply.

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

Samples 1, 2 and 3 were discussed and it was concluded that in hindsight this piece of assessment was hard to moderate due to the task being an oral presentation accompanied by an audiovisual presentation. Whilst the printed version of the presentation could be viewed it was hard to assess how much detail the students had gone into when presenting this to their class.

With this in mind the moderation group decided to discuss and plan a moderation piece that could better be used in next years moderation to allow this process to work more simply.

Moderation Details for Calibration - Sample 4

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

Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6
 Criterion 5 = Overall, Element 2, Element 3, Element 4, Element 6
 Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7

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

The group discussed that with a large amount of elements being assessed for this piece of work there was some confusion around some of the elements and where there could have been evidence of them.

Criteria 3 : for example using communication for ideas, emotions and feelings. The group was unsure how this could be assessed due to this only really being evident when presenting the task.

Criteria 5: Specifically asks for a range of community sport and recreation activities. The examples given were only limited to basketball and cricket.

Criteria 6: the group agreed that the knowledge/understanding of the task is evident from the students work but it was difficult to decipher which section is to be assessed by what element for this criteria.

Sample 4 - Summary of group consensus with comments to element level if applicable.

The group felt that the rubric used for this task was too vast/expansive with many elements being assessed. The group felt that if the rubric was more specific the task would be easier to moderate.

The group found this task difficult to moderate due to our inability to see the task occur, range of elements being assessed with the criteria.

A suggestion when using this piece in the future for moderation was to create and assess a planning and reflection part of the assignment for moderation and have a separate rubric for the presentation portion of the task. Therefore the planning and reflection part could then be used for the September moderation next year.

Moderation Details for Calibration - Sample 5

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

Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6
 Criterion 5 = Overall, Element 2, Element 3, Element 4, Element 6
 Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7

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

The group discussed that with the large number of elements that were assessed for this piece of work there was some confusion around some of the elements and where there could have been evidence of them.

Criteria 3: for example using communication for ideas, emotions and feelings. The group was unsure how this could be assessed due to this only really being evident when presenting the task.

Criteria 5: Specifically asks for a range of community sport and recreation activities. The examples given were only limited to basketball and cricket.

Criteria 6: the group agreed that the knowledge/understanding of the task is evident from the students work but it was difficult to decipher which section is to be assessed by what element for this criteria.

Sample 5 - Summary of group consensus with comments to element level if applicable.

The group felt that the rubric used for this task was too vast/expansive with many elements being assessed. The group felt that if the rubric was more specific the task would be easier to moderate.

The group found this task difficult to moderate due to our inability to see the task occur, and the wide range of elements being assessed with the criteria.

A suggestion when using this piece in the future for moderation was to create and assess a planning and reflection part of the assignment for moderation and have a separate rubric for the presentation portion of the task. Therefore, the planning and reflection part could then be used for the September moderation next year.

Moderation Details for Calibration - Sample 6

Sample 6 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6
 Criterion 5 = Overall, Element 2, Element 3, Element 4, Element 6
 Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7

Sample 6 - What evidence supports the rating (or ratings) the group has given?

The group discussed that with the large number of elements assessed for this piece of work there was some confusion around some of the elements and where there could have been evidence of them.

Criteria 3: for example, using communication for ideas, emotions and feelings. The group was unsure how this could be assessed due to this only really being evident

when presenting the task.

Criteria 5: Specifically asks for a range of community sport and recreation activities. The examples given were only limited to basketball and cricket.

Criteria 6: the group agreed that the knowledge/understanding of the task is evident from the students work but it was difficult to decipher which section is to be assessed by what element for this criteria.

Sample 6 - Summary of group consensus with comments to element level if applicable.

The group felt that the rubric used for this task was too vast/expansive with many elements being assessed. The group felt that if the rubric was more specific the task would be easier to moderate.

The group found this task difficult to moderate due to our inability to see the task occur, range of elements being assessed with the criteria.

A suggestion when using this piece in the future for moderation was to create and assess a planning and reflection part of the assignment for moderation and have a separate rubric for the presentation portion of the task. Therefore, the planning and reflection part could then be used for the September moderation next year.

Planning for March Moderation 2020 - Statewide Samples

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

Criteria 1: Elements 1,3,4. Criteria 2: Elements 3,4. Criteria 3: Elements 1,3,6.

Sharing Resources

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

The group created an infographic task that is going to be used for the March moderation meeting. This will be the first task used at the start of next year within our classes.

The task is an infographic based around describing the benefits of physical activity in relation to the 5 dimensions of health. As well as identifying and describing community sport and recreation activities in the local community.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum

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Services to consider in relation to this course: