

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which PM Meeting is this report for?

HPE - Outdoor Leadership Level 3

Moderation Leader Name

Mark Hassell

Moderation Leader Email

mark.hassell@soc.tas.edu.au

Minute Keeper

Alastair Biffin

Minute Keeper Email

alastair.biffin@stpatricks.tas.edu.au

## 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.

Mark Hassell  
Alastair Biffin  
David.Hayward  
Simon Barnes  
Renee Sushames  
Andrew Jarman  
Joel Ackland  
Murray Ferguson  
John McLaine

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

N/A

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

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

A-B+

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

-Correct use of terminology-Really good examples for both skills-Well written-  
Some debate regarding response structure -Overall really good answer

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

-Perhaps essay structure/format

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

-All is consensus regarding thoughts above

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

Perhaps sentence structure and overall essay presentation rather than using dot points to explain and or justify thought process

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

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?

-Great overall structure of information -Very neat and tidy-Unable to specify a technical and/or interpersonal skill-Obviously know the content to some degree, but weren't able to put this on the page

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

More specific use of terms regarding the questions

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

All in agree regarding a low rating

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

N/A

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

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?

-Very jumbled sequence of information -Unable to clearly and coherently put info into a logical manner

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

-More depth of written expression-Greater knowledge of content required

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

-As above

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

-Deeper knowledge of content-Ability to write a clear concise and logical response

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

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

C-

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

-Identified a technical skill successfully -Supported their technical skill with other terms

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

-Great depth of written expression-Referring more to the question -Ability to identify an appropriate Interpersonal skill

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

As above

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

-Great depth of content knowledge-Linking response more appropriately to the question

Moderation Details for Calibration - Sample 5

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

Criterion 1 = Overall  
 Criterion 3 = Overall

Sample 5 - What rating (or ratings) has the group assigned this sample?

C+- B

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

-General structure is good -Goals & objectives are in line-Food not mentioned - Lacks detail in some areas-Emergency plan not stipulated -Lacked substance

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

-Depth of written expression and detail in some areas-More maps and information regarding Risk Management and access

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

As above

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

-As above

Moderation Details for Calibration - Sample 6

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

Criterion 1 = Overall

Criterion 3 = Overall

Sample 6 - What rating (or ratings) has the group assigned this sample?

B-B+

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

-Great information and depth of written expression-Misses key pieces of information -Really good summation of plan overall

Sample 6 - What evidence would you need to see in order to assign a higher rating (or ratings)?

-More information required to ensure the document covers all areas.

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

As above

Sample 6 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

-Closer link the GOPREPARE plan

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Planning for September Moderation 2019 - Statewide Samples

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

Cr 1 and Cr7

Sharing Resources

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

-Time spent discussing IOLP -Resource has been sent around with participants able to make changes and adjust where necessary-Focus moving ahead is to produce a standard IOLP framework for all students across the state to use and apply

Course Support

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

IOLP