

2019 March Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	HPE - Sport Science Level 3
Moderation Leader Name	Paul Smith
Moderation Leader Email	Paul.Smith@stpatricks.tas.edu.au
Minute Keeper	Cameron Bailey
Minute Keeper Email	cbailey@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.	Paul Smith Cam Bailey Annie McManus Andrea Brooke Adrian Scott Sean Harris Kurt Byard Adam Aherne Amanda Johnstone Thomas McQueen Craig Slavin Tim Batten Jill Couch Sharelle Preston Rebecca Marien John Gair
Apologies/absences - please enter the names of	nil

teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

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

- one direction only, limited in what the students can respond with.- link not relevant and vague - you need to infer the student's response - assumption that LB had done this Resistance training in the Preseason and continued with a Maintenance Program and that this work would stand him in good stead in the finals, despite the poor game. 'through to it the years in the NBA' - no statement at the front.- limited / confused attempt at IP.

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 element level if applicable.

see above

Sample 1 - What actions would you recommend for teachers to help the student attain

Have another method for assessing the criteria - other than a long answer. Multiple choice, short answers, some data shows what you are talking about. Have a better scaffold for the students within the question (as we used to have a number of years ago in the question).Have a copy of an 'A', B, C and t written by a student with the evidences highlighted for teachers to have (under the new marking guideline). Know

a higher rating (or ratings)?

the marks for the samples and the pieces of evidence highlighted by the marker - again for the teachers to use as a comparison.

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?

C-

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

- link not stated, incorrect terminology, probably Fatigue to Biomech).- did not relate the answer to the question too well - implied- some good info on Energy Systems and with 'effective LB systems this would reduce fatigue'- demonstrated some working knowledge of biomech terms for LB, but how one affected the other in between games 5-6 was not there - second link better labelled 'a recovery strategy (taking a break) - this link 'Recovery' very close to that in Fatigue.

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

as above

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

as above

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

Have another method for assessing the criteria - other than a long answer. Multiple choice, short answers, some data shows what you are talking about. Have a better scaffold for the students within the question (as we used to have a number of years ago in the question). Have a copy of an 'A', B, C and t written by a student with the evidences highlighted for teachers to have (under the new marking guideline). Know the marks for the samples and the evidences highlighted by the marker - again for the teachers to use as a comparison.

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

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

A-Ct depending upon marks interpretation

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

- demo. relevance with schema and the 2 day break.- definitions present, linking this info to the question poor (but found examples in the text - though the format was not there.- confused initially Training Principle - Link probably Practice to Schema - both from Skill Acq, but if read this to mean Variety within training methods ?- strong info in schema and relates well to LB- second link - again an erroneous link - would have read so much better as Aerobic based training will decrease or delay fatigue to keep skill execution high for longer. - strong good info - paraphrasing learned skill.- The issue here is that of inference the reader / marker understands what the student is trying to get across without them saying it (leaving it out) - some of this NEEDS to be in the response.

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

as above

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)?

Have another method for assessing the criteria - other than a long answer. Multiple choice, short answers, some data shows what you are talking about. Have a better scaffold for the students within the question (as we used to have a number of years ago in the question).Have a copy of an 'A', B, C and t written by a student with the evidences highlighted for teachers to have (under the new marking guideline). Know the marks for the samples and the evidences highlighted by the marker - again for the teachers to use as a comparison.

Moderation Details for Calibration - Sample 4

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

Criterion 6 = Overall

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

T+

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

- Ok attempt (looked rushed)- identified Recovery methods to reduce DOMS and got this out in the link 'positively affecting his skill execution'. - example - stretching, reducing LA for the next game- second link not stated - but High VO2 max will maintain Orienting / Selective Attention? - need to say here that he previous hard work that lead to LB great fitness levels (VO2 max) will assist him in game 6 and that game 5 was just a poor game!- too brief, but some good starts

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

as above

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)?

Have another method for assessing the criteria - other than a long answer. Multiple choice, short answers, some data shows what you are talking about. Have a better scaffold for the students within the question (as we used to have a number of years ago in the question).Have a copy of an 'A', B, C and t written by a student with the evidences highlighted for teachers to have (under the new marking guideline). Know the marks for the samples and the evidences highlighted by the marker - again for the teachers to use as a comparison.

Planning for September Moderation 2019 - Statewide Samples

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

C6

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

Paul Smith (from Mid year)

Email address of the person providing the samples for September moderation

Paul.Smith@stpatricks.tas.edu.au

Sharing Resources

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

Sport Science 2 Fdn - shared resources as well as moderated work samples

Course Support

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

Have another method for assessing the criteria - other than a long answer. Multiple choice, short answers, some data shows what you are talking about. Have a better scaffold for the students within the question (as we used to have a number of years ago in the question). Have a copy of an 'A', B, C and t written by a student with the evidences highlighted for teachers to have (under the new marking guideline). Know the marks for the samples and the evidences highlighted by the marker - again for the teachers to use as a comparison. Look for - The EXAM FORMAT NEEDS TO CHANGE to allow greater scope for students to succeed - we do this in all other criteria BUT NOT C6!!!! (I believe we have 'built' C6 into this 'beast' that is too

course:

difficult for the student profile we historically would have in the class - with scores of well over 21 in most years from the last 5/6 we are now getting very academic students looking for high scores and still the usual 'punters'. There is now a real divide.