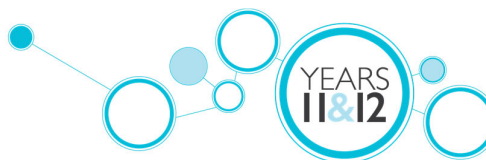


2018 September Moderation - Report



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	Dominique Emmett
Moderation Leader Email	dominique.emmett@education.tas.gov.au
Minute Keeper	Dominique Emmett
Minute Keeper Email	dominique.emmett@education.tas.gov.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.	Jeremy Dunham	Circular Head Christian
	Dominique Emmett	Don College
	Justin Cotton	Don College
	Rebecca Marien	Hellyer College
	Ryan Bosker	Launceston Christian School
	Claire Green	LCGS
	carolyn robinson	Launceston College
	adrian Scott	Launceston College
	Amanda Johnstone	Marist Regional College
	Jill Couch	Newstead College
	sally Stuart	Oakwood Education Trust
	tim batten	Scotch Oakburn College
	Adam Aherne	St Brendan-Shaw College
	Paul Smith	St Patrick's College
	Meg Graham	Ulverstone High School
	Apologies/absences - please enter the names of	Jacinta Hall
Cameron Bailey		St Patrick's College

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?

C or B+

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

B+ rating implies the marker interpreting the question as a two way linking CDL. C rating implies the question was interpreted to be a one way link (Phys to Skill Acq).

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

Depending on interpretation of the question by markers.....

We would like focus on skill execution at a high level.
More specific details regarding Dusty Martin.

For those who assessed as a one way link, links would need to be one way directional from Phys to Skill Acq only.

Sample 1 - Summary of group consensus at element level with comments

We didn't really look for consensus at element level. We spoke about them individually and came up with an overall mark consensus.

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

We would like focus on skill execution at a high level.
More specific details regarding Dusty Martin.

For those who assessed as a one way link, links would need to be one way directional from Phys to Skill Acq only.

a higher rating (or ratings)?

Specific detail as to what the criterion requires.

Break down the question.

Ensure they use terminology of the question in the response.

Provide logical, relevant explanations of how the first core area impacts the second.

Moderation Details for Calibration - Sample 2

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

Crit 6 = All elements

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

t

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

Sketchy content.

Almost INTRA linking.

Poor use of the word gross muscle / gross motor skills - misleading.

More detail required.

No detail on gross motor skills

DM unlikely to 'hit the wall' in a game of AFL.

Needed to explain how the 2 key areas relate to each other with examples.

Needed to apply terminology better to the question.

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

More detail.

Relate two core areas together.

Use gross motor skills rather than gross muscles.

ratings)?	Explain how they relate with relevant examples. More application.
Sample 2 - Summary of group consensus at element level with comments	N/A
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	See above

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 6 = All elements
Sample 3 - What rating (or ratings) has the group assigned this sample?	C- / t
Sample 3 - What evidence supports the rating (or ratings) the group has given?	Mass Practice example not used correctly - it is used in the game sense rather than practice. Intro link should be in sentence form. Lacking linking sentences Theory doesn't follow through in interlinking.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	See above

Sample 3 -
Summary of
group consensus
at element level
with comments

N/A

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

See above

Moderation Details for Calibration - Sample 4

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

Crit 6 = All elements

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?

Terminology needs more precise detail.
Minimal linking.
Relevant / weak examples supporting response to Qn

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

Better linking sentences.
Detailed terminology
Examples relating to Dusty Martin require more specific
detail.

Sample 4 -
Summary of
group consensus
at element level
with comments

N/A

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

See above

Moderation Details for Calibration - Sample 5

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

Crit 6 = All elements

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

A-

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

This student has put perhaps too much detail into the terminology - time which they could have used more effectively to spend on the CDL aspect of the response.

Well written.

Strong definitions.

Best sample by far.

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

Greater personalisation of the response to the question.

This student has put perhaps too much detail into the terminology - time which they could have used more effectively to spend on the CDL aspect of the response.

Improved interlinking of concepts and stronger focus on Dusty Martin.

Don't just 'dump' the theory - make sure it is relevant.

Sample 5 - Summary of group consensus at element level

N/A

with comments

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

See above

Moderation Details for Calibration - Sample 6

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

Crit 6 = All elements

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

B-

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

Needs to relate to the Qn more.
More linking required.
Relevance needs to be sharper.
Needs to be more specific when discussing training session - skills / conditioning.

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

Needs to relate to the Qn more.
More linking required.
Relevance needs to be sharper.
Needs to be more specific when discussing training session - skills / conditioning.

Sample 6 - Summary of group consensus at element level with comments

N/A

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

See above

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

C6 exam responses from 2018

Please enter the name and email address of the person providing the samples:

Darren Perry

Email

darren.perry@education.tas.gov.au

Sharing Resources

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

Qld Senior Physical Education Textbook 3rd Edition no longer available. Doing a revised edition 4 but significantly different to current edition and targets 2 year Qld course which does not fit ours as much.

We shared a rubric for C6 with a marking scheme (see Melissa Brown - Guilford Young College who produced this in liaison with Paul Jones CME).

Course Support

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

We will be interested in refining course content and revising the syllabus before the end of the year. All in agreement that content is very high and work requirements are overwhelming.

Curriculum Services to consider in relation to this course:

The work requirements are onerous in terms of both marking loads and workloads for the students. We will make some alternative suggestions in the near future.