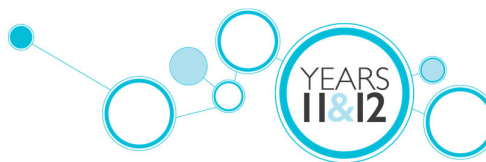


2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

HPE - Sport Science Level 3

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?

The evidence was thin at best.

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

More work on the link, theory, examples and application particularly in the 2nd link. Link 1 - was very general and min terminology to unpack

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

see above

Sample 1 - What actions would you recommend for

Follow the model used to answer this.
Know the terminology within the concept.
Apply the concept to the question

teachers to help the student attain a higher rating (or ratings)?

Use question-specific examples

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 1 - strong on theory on LIP and IP. / More application to the example / Question limited their capacity to answer and apply the knowledge.

link 2 - General information / an increase in muscle size alone will not improve MT / some items raised but not explained.

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

Link 1 - strong on theory on LIP and IP. / More application to the example / Question limited their capacity to answer and apply the knowledge.

link 2 - General information / an increase in muscle size alone will not improve MT / some items raised but not explained.

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

Link 1 - strong on theory on LIP and IP. / More application to the example / Question limited their capacity to answer and apply the knowledge.

link 2 - General information / an increase in muscle size alone will not improve MT / some items raised but not explained.

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

Address the above concerns of the group

More application to the question, choose a better link and do not get caught up with tenuous links that are not well explained - muscle hypertrophy will improve MT.

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?

C

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

Link 1 Strong link - well set out and organised - repeated some information -

Link 2 - not as strong - how does muscle hypertrophy enables better subroutines especially with the 800m? - Needs more info when the link is tenuous.

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

Link 1 showed the student could do the task quite well - LIP - more application to the question

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

more application to the question

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

Know more than one link.

Good demo of how to do this type of question with the first link (with a question-specific example)

Moderation Details for Calibration - Sample 4

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

Criterion 4 = Overall

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

Link 1 B+ and Link 2 C-

sample?

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

Link 1
Good u/s of adaptations, fibers, and how developing these will improve RT and MT time of the AFL player.

Link 2 - tenuous link (but to go to smartwatches on AFL players? - GPS trackers OK). Sold some knowledge in the area.

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

A tighter link, good question-specific examples

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

Link 1 - good

Link 2 - tenuous / moved away from the model to answer (got wordy).

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

stay on task (link 2) - use better example than smart watches.

Moderation Details for Calibration - Sample 5

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

Criterion 6 = Overall

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

t

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

The link not strong (or named up front) later it is sprinting.

Gave some info on the topics - CMA will improve reaction times.

Sample 5 - What evidence would you need to see in order

more info / examples for sprinters.

to assign a higher rating (or ratings)?

more info on CMA

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

Needed to follow the answer model.

Some Ok things in this

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

Get question-specific examples in there.

Link 2 - messy at the start and markers needed to infer what is meant by the writer. A 'long bow' drawn here at times.

On the right track - needs tidying up and to the point.

Planning for March Moderation 2020 - Statewide Samples

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

C6 needs a lot of attention

Sharing Resources

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

Discussions surrounded C6 and the need to really examine how to do this better. Comments included.

Issues -

Large difference between internal and external ratings

Struggling to do in 2 links. Often shows evidence in one link.

Marking guide - marks given for single theory which doesn't link to the criteria.

Lower the passing guide expectations for this criterion.

Exam pressure on the criteria.

Some students taking a T and ignoring the subject. As in other criteria and happy to carry the T.

Every year same issues with criteria 6 and same issues every year.

Change in student demographic undertaking this course

4 links for the 30mins response. 1 error on that response puts them down to a B/C. No longer able to have success although 3/4 links is done well especially under exam pressure.

Assessment not reflected on student production.

Explaining the direction of link although not explicit in the course.

Other aspects in course such as data, review of literature not related in our standards document.

One reason - equal weighting across each of the criteria -

Plans moving forward -

Assessed internally instead of externally (take pressure off)

Possibility to move to a folio in place of end of year exam?

One link instead of two in the same time frame

Improved questions - two questions and write one link and use the time wisely on the section rather than rushed for 4 links.

Decrease the weighting of the exam on C6 (or the exam as a whole)

Should we externally access data?

Instead of two investigative studies - combine 1 instead to access criterion 6? Include other aspects on other units into biomechanics assignment.

What external and internal assessment look like and what other models can we use?

Criteria 6 - bringing everything together - internal assessment doesn't set students up for success. Is the exam the best method of assessment?

Exam pressure- internal / external ratings is a push.

Information sheet for the exam - massive course.

List of basic formulas + graphs - only a trigger method.

Other subjects - had an information sheet with lots of information.

Course Support

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

see previous box