

2021 March Moderation - Report



Which meeting is this report for?

Outdoor Leadership 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 3 = Overall, Element 1, Element 2, Element 3

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

C+ - B

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

- Reasonable description of the two skills analysed.
- Provided relevant examples for both
- Link to off campus guidelines

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

- Given more of a detailed evaluation.
- Stronger examples of how to use for how to prevent an emergency
- Identify a specific outdoor activity to analyse and apply
- Reactive solution not proactive

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

- Higher order thinking question.
- Very difficult to assess across all 5 elements
- Very difficult for students to provide a meaningful response to this question

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

- Greater depth of evaluation

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, Element 1, Element 2, Element 3

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

C - C-

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

- Able to identify hard and soft skills
- Attempt to provide examples and link back to the question
- Good structure
- Good link to hpw to prevent an emergency

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

- A greater understanding of the content
- Appropriately apply and describe the elements of both hard and soft skills
- Focus in on 1 example for each skill
- What can we use to prevent an emergency
- Read the question and answer the question

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

- Not done very well
- Did not answer the question
- Lack of content understanding

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

- Provide 1 key example for each skill.
- Inaccurate description of terms for each skill identified
- Consensus around C-C+
- Mixture of element based and overall rating

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, Element 1, Element 2, Element 3, Element 5

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?

-Understanding of influence a leader can have on a group
 -The attributes mentioned were accurate, confidence and energy

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

-Inaccurate description and analysis of attributes
 -Analysis a description of examples given not relevant to an outdoor context
 -Problematic process of identifying confidence as a means of simply faking it

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

-Not well written 'faking it until you make it'
 -Terminology incorrect
 -Description not great for each attribute
 -Written as an 'off the street answer'
 -Always provide an example to an outdoor context to strengthen response
 -Not enough substance to the response

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

-Capacity to provide a real or imagined example to the attributes provided

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 5

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

B-

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

- Good analysis of attributes and great link to how leaders need to be adaptable
- Fair answer but not excellent
- Look to have good content knowledge but hasn't answered the question well.

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

- Activity specific examples
- Look at the question and answer the question
- Description could have more detail to highlight understanding

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

- Good content knowledge but inability to answer the question properly
- Great link to how leaders need to be flexible and adaptable in their approach to leading groups
- Descriptions lacked detail to push it through to a high B-low A.
- Group consensus around a B-

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

- Greater focus on answering the question and using an outdoor activity to help strengthen their response.
- Really good elements to the response but failed to answer the question

Planning for September Moderation 2021 - Statewide Samples

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

IOLP presentation and description - Several criteria assessed - Also looking at Criteria 4

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

Mark Hassell & Cam Lynch

Sharing Resources

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

Looking at IOLP documents and coming to a consensus on what this process should look like.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Looking at IOLP and End of Year exam