

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	HPE - Athlete Development Level 2
Moderation Leader Name	Anna Smee
Moderation Leader Email	anna.smee@education.tas.gov.au
Minute Keeper	Kim White
Minute Keeper Email	kim.m.white@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.

Rowan Crawford Rosny College
Michael Gowans Guilford Young College
Sam Norton Friends' School
Jamie Smalley Elizabeth College
Anna Smee Hobart College
Peter Taylor Guilford Young College
Kim White Hobart College
Scott Lampasona Elizabeth College
Greg Anderson Clarence High School

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

Tom Calderwood GYC
Daniel Hassett Rosny
Brent Williams Claremont

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall, Element 2

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

B-

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

Demonstrated each individual question, maybe need more opportunity to give more knowledgeable answers. Given specifics, knowledge good but doesn't elaborate.

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

Not asked to give in depth considerations, just asking for lists.

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

B-

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

Adjust last question appropriate for level 2. Last question is difficult for level 2 students, needs prompting perhaps with a, b, c, Questions need scope for 'assessing and comparing' for an A

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall, Element 2

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?

Focus on large 16 point question. Focusing on complex carbs as opposed to simple carbs after the event. Use example of energy drink. Used specific words but not connected to knowledge. This question harder than the rest of the test. Gives student opportunity to give more information on knowledge.

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

Greater in depth knowledge about athletic performance. Decent basic knowledge - relevant jargon that means nothing. Not sure about GI knowledge, just throwing it in for marks, too much waffling. Question not specific, when in the day is the race, important to know for prep for food. No food examples

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

Added too much jargon to the answer without much substance of knowledge. First page good, second page lacking knowledge.

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

Wording of question needs to be more specific. When in the day was the race, Give more prompts for a level 2 to allow them to gain an A. Hard to assess without knowing what the prior teaching was.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Overall, Element 2

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?

Better linking in this set of answers. Links to heart disease. Knowledge better. Big question better answered, simple energy requirements given.

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

Not specific enough - what is one serving. Again, when is the event? Student starting to outline in this question but no real discussion as element requires. Referencing from a protein point of view. Answer too general.

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

Better written sample. All samples very close. Hard to focus on first two pages with such large question at the end.

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

Again, question is not specific enough for an A rating. Points needed to prompt again. What is the activity - endurance event? Syllabus is very conventional for this topic. Need more enquiry based questioning technique instead of prescriptive teaching. More scope for an A rating to appear. We need to provide more information to students to be able to gain higher marks of their own accord. Negotiated interests in learning.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 1 - E5 Criterion 4 - E1, E3 Criterion 5 - E3, E4

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

Anna Smee (in collaboration with Sam Norton)

Email address of the person providing the samples for September moderation

anna.smee@education.tas.gov.au and snorton@friends.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.

See-Saw app Sector Simon Canvas Google forms - meets requirements of journal Coaches report - difficult to get information from coaches. Do we need to have this report? Change report to tick and flick? or Survey Monkey. Simplify report - One school has an Athlete profile, goals, photos, vision board, for ten weeks. Students takes simple report to training for 10 weeks keep going if you want. Leading teams (used in AFL and other sports)- small group work about how you are going? Report to group. Written journals better - reflective writing better this way, students are present in the moment, they are not if it is electronic.

Course Support

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

Can we have a better way to deal with the Coaches report? Changing the coaches report to a Mentors report (could be a parent/coach/ senior player). Less focus on the coach. Many students cannot take part in ADP because they are not in a recognised sport. Should this be the case? Many students who are in high level sport are too tired/too committed to participate in class training. Can we allow other students who do not fit the criteria to be involved in this course. They are usually highly committed and hard workers.