

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	HPE - Community Sport and Recreation Level 2
Moderation Leader Name	Blair Brownless
Moderation Leader Email	bbrownless@gyc.tas.edu.au
Minute Keeper	Peter Hampson
Minute Keeper Email	peter.hampson@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.	Melissa Brown Guilford Young College Blair BROWNLESS Guilford Young College peter Hampson Claremont College Harrison Hughes New Norfolk High Frances Mann St Mary's College Sam Manson The Hutchins School Gavin Wakefield Guilford Young College Dale Wickham Bayview Secondary College
Apologies/absences - please enter the names of teachers and their schools who	None

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 2 = Overall
 Criterion 4 = Element 2, Element 5, Element 6

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

criterion 2 - C- Criterion 4 - C-

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

has only just achieved basic requirements of standards in Criterion 2, the graph provided does not meet the requirements of element 4. Criterion 4 - Very brief answers with no address of fitness, cut and paste evident. No elaboration or justification of choices provided as required in the question.

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

accurate graph with labels and relevant data set. More specific references provided with a reference list of sorts.
 more explicit answers with justification of their choice of sports

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

clearly defined expectations regarding presenting data, clear expectations on the number of references and how these should be presented

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall
 Criterion 4 = Overall, Element 2, Element 5, Element 6

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

criterion 2 -B Criterion 4 - B

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

completed the requirements of all aspects of the assessment to standards required for B standard

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

A more accurate graph with relevant scale
 Focus more on components of fitness in question 5.

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

Better understanding of components of fitness and how these apply to specific sports.
 more accurate in-text referencing

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall
 Criterion 4 = Overall, Element 2, Element 5, Element 6

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

Criterion 2- C- Criterion 4 - B-

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

some research evident haven't acknowledged where it came from. Some organisation of graph but accurate scale not categorised.
has identified personal strengths and weaknesses and relate to a few sports

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

referencing provided graph uses more relevant scale.
organise information in easier to understand format (ie label questions)

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

crit 2 include referencing in text and a reference list label each answer with a question number. label axis on graph crit 4- compare to age specific norms included data values to support their discussion. Discuss local sporting organisations that could be accessed to improve fitness testing in the future.

Moderation Details for Calibration - Sample 4

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

Criterion 2 = Overall
Criterion 3 = Overall

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

Criterion 2 - B Criterion 3 - did not seem relevant to this task

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

have included all aspects required in the assessment, detail in the table of information including costs and map included. interpretation evident in table.

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

Special considerations (answer question 2G). provide reference list

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

The group agreed that this task should have assessed criterion 2 and criterion 4 in place of criterion 3.

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

this task should be assessed against criterion 4 rather than criterion 3.ensure all questions are answered. answers to question 3 should encourage research and justification of answer.

Moderation Details for Calibration - Sample 5

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

criterion 2 - C criterion 3 - not relevant to this task

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

a map was included but lacked detail, the table had a number of the required elements but was very brief with other considerations column

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

more detail in other considerations column map with more detail including listed and clearly labelled positions on the map

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

The group agreed that this task should have assessed criterion 2 and criterion 4 in place of criterion 3.

applicable

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

instruct students to include adequate information in the table related to 'other considerations' and address all aspects of the assessment.

a google map with specific details and accurate listings

Moderation Details for Calibration - Sample 6

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

Criterion 2 = Overall

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

Criterion 2- A Criterion 3 - not relevant to this task

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

clearly outlines all information required in the assessment. The table includes all columns with detailed information. A clear and accurate map locating sport and rec facilities was provided .justification in questions is detailed and relevant to the question

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

a reference list at the end of the assessment if requested in the assessment.

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

include a reference list if requested otherwise this is very comprehensive

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 2 all element Criterion 4 - elements 2,5,6

Sharing Resources

Course Support

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

a serious review of criterion 3 in the community sport and recreation course is required.