

2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	HPE - Outdoor Education Level 2
Moderation Leader Name	Luke Hamilton
Moderation Leader Email	lhamilton@gyc.tas.edu.au
Minute Keeper	Steve Cameron
Minute Keeper Email	steve.cameron@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.	Rachel	Barnstable	Claremont College
	stephen	cameron	Elizabeth College
	Luke	Hamilton	Guilford Young College
	sophie	Ireland	Guilford Young College
	Craig	Christian	Hobart College
	Patrick	Fasnacht	Rosny College
	Gav	Joyce	Rosny College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	Sam	Jesney	Rosny College

meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 2 & 6

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

Sample was selected by moderation team as there was a spread of data submitted via the online portal. We also felt it was important to assess something in the lower c/fail rating area.

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, Element 1, Element 2, Element 3
 Criterion 6 = Overall, Element 1, Element 4

Sample 1 - What rating (or ratings) has the group

C2 - C C6 - C

assigned this sample?

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

C1 - Not 2 pages, only satisfactorily addresses the 3 questions. Several grammatical errors. Good reference list and use of in text referencing (but this isn't assessed by the standards in C2). No specialised terminology. Settle on C+ C2 - Covered a range of ecological impacts but only in a basic way - no examples to back up arguments or statements. Focussed on positives of tourism which are mainly economic, rather than addressing C6. Agreed on C

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

Address questions more thoroughly, spell and grammar check, use more specialised terminology. Better sentence structure and grammar. Use concrete examples - eg places/ecological impacts.

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

As above. Stronger arguments against tourism based on environmental impact, or, look at how tourism businesses manage environmental impact well.

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

Use 7LNT strategies as a starting point (for specialised terms) and to identify areas of possible impact. Use concrete examples - eg places. Identify criteria correctly, educate students on this, and target specific standards within the criteria.

Moderation Details for Calibration - Sample 2

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

Crit 2 = All elements, Element 1, Element 2, Element 3
Crit 6 = All elements, Element 1, Element 4

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

C1 (2) A- - A C2 (6) A

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

Thoroughly addresses question with good structure, good local examples, used specialised terminology, good spelling and grammar. Flows, reads well, set out with dot points and headings. C2 (6) looked at aims and motivations well (diverse range), covered a wide range of impacts with specific examples. Addresses standards for C 2 (6) well - row 1 & 4.

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

None given the same question (achieved quite highly given the question). Look more at argument FOR tourism - more balanced.

Sample 2 - Summary of group consensus at element level with comments

Row 4 addressed less well but overall still A (A-). Question doesn't address this part well

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

Use 7LNT strategies as a starting point (for specialised terms) and to identify areas of possible impact. Use concrete examples - eg places. Identify criteria correctly, educate students on this, and target specific standards within the criteria.

Question needs to be more direct or explicit to help students address the standards/criteria (use the language from the elements). Give some more guidance on structuring their work.

Moderation Details for Calibration - Sample 3

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

Did not moderate sample 3.

Group discussion around

Minutes from Moderation meeting September 2018

Recommend editing OE2 syllabus document to remove formatting errors.

WORD Documents instead of PDF, so we can use them in our student information more readily.

Practical UNIT 5: Impossible to do a minimum of 4 activities from 5 categories??? This is confusing and needs to be clarified.

Imbalance between the work requirements (theory - 50 hours) and practical requirements (100 hours). Most teachers are finding it difficult to meet minimum work requirements, and having to cover them fairly superficially.

Shared a C6 Perceptions of Environment task and some models for the reflective journals. Noted that the work requirements only request criteria 1,4 & 5 to be assessed when it makes equal sense to assess them all. For example journals seem an ideal way to assess the communicate criteria, and to `apply' environmental impact practises, the only way to do this is through doing an activity, which then requires either a practical assessment, or a reflection/self assessment (again journal reflection ideal) which is assessed by the teacher.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 1 or 2

For Level 1 or 2 courses please nominate the criteria for moderation.

Criteria 1 E3 & 7

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

Luke Hamilton

Email

lhamilton@gyc.tas.edu.au

Sharing Resources

Course Support

Please provide details of any future focus and ways forward you

Minutes from Moderation meeting September 2018

Recommend editing OE2 syllabus document to remove formatting errors.

would like Curriculum Services to consider in relation to this course:

WORD Documents instead of PDF, so we can use them in our student information more readily.

Practical UNIT 5: Impossible to do a minimum of 4 activities from 5 categories??? This is confusing and needs to be clarified. (*CTL Note - should read "a minimum of 4 activities from at least 2 categories"...*)

Imbalance between the work requirements (theory - 50 hours) and practical requirements (100 hours). Most teachers are finding it difficult to meet minimum work requirements, and having to cover them fairly superficially.

Shared a C6 Perceptions of Environment task and some models for the reflective journals. Noted that the work requirements only request criteria 1,4 & 5 to be assessed when it makes equal sense to assess them all. For example journals seem an ideal way to assess the communicate criteria, and to `apply' environmental impact practises, the only way to do this is through doing an activity, which then requires either a practical assessment, or a reflection/self assessment (again journal reflection ideal) which is assessed by the teacher.