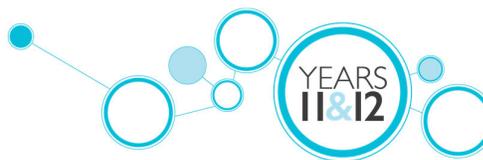


2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which meeting is this report for?

HPE - Outdoor Education Level 2

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Overall, Element 1, Element 2

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

C+

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

- Detailed / specific information in some questions, relevant to what the question is asking
- Dot points include all key elements of techniques

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

- More detail, in depth for all questions
- Contextualise answers
- Address the wording of the question eg describe (rather than dot point)
- describe / explain why the skills/techniques are important

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

- assessment requires teacher observation to confirm student evaluation

Sample 1 - What

- providing a sample of detailed sample answer

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

- providing rubric

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall, Element 1

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

B+

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

- very descriptive
- demonstrated technical knowledge

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

- all answers completed at the same standard
- more content for first and last questions
- Q3 - include description of line to show most thorough understanding

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

- generally solid answers, some areas were missing a few details

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

- Remind student to answer all questions
- Suggest more focus on explanation of how technique helps

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall, Element 1, 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?

- solid base level understanding, but majority of demonstrated skills are beginner level

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

- answers were brief - more descriptive detail
- breaking skills down further and explaining

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

- break down descriptions e.g. describe what the 'attack position' is.

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, Element 1, Element 2

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

C

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

- information is there but not contextualised
- information is at base level (sounds like feedback understood by a beginner)
- needs more content, missing some valuable information

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

- more detailed, thorough information

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

- information provided was similar to sample 3, but a step less information again

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

- assist students with information to develop next level of skills

Moderation Details for Calibration - Sample 5

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

Criterion 4 = Overall, Element 1, Element 2

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

C+

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

- answers gave indication they understood techniques

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

- more detail needed

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

- student wrote in succinct way which got information across but didn't elaborate

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

- include more elements of each technique that they are describing (break down the skill further)
 - Eg Q3 - brief, shows reasonable understanding but doesn't justify why it is needed
 - Q4 needed to include mention of braking

Moderation Details for Calibration - Sample 6

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

Criterion 4 = Overall, Element 1, Element 2

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

B

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

- obviously passed immediate beginner stage and progressing
 - Reasonable number of the elements of skills included (it was broken down)
 - they described the line, which added to the technique, but missed some areas such as body position

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

- areas that were missed out needed to be included
 - description of what effect a technique has on riding

Sample 6 - Summary of group consensus with comments to element level if applicable.

- group on same page regarding assessments

Sample 6 - What actions would you recommend for teachers to help the

- more content, with specific detail and explanation
 - follow solid points (e.g. follow the line) with the information that you need

student attain a higher rating (or ratings)?

Planning for March Moderation 2020 - Statewide Samples

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

C4.2 - video analysis (small snippet) with checklist assessed by the group

Sharing Resources

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

Darren Perry - discussed 9-12 curriculum prototype work and potential of widening OE courses scope from level 1 through to 4. Discussion about potential to modularise courses and include VET competencies, with difficulties noted.

Risk assessment and restrictions potentially imposed on OE programs identified as main area for concern rather than curriculum. Suggest engaging OET to provide a voice regarding DoE and AAS activity re-writes.

Course Support

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

Resources shared for activities such as coasteering, caving and canyoning that are currently borderline activities.

Potential more practical future focus in order to moderate the large percentage of this course.