

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which PM Meeting is this report for?

HPE - Outdoor Leadership Level 3

Moderation Leader Name

Cam Lynch

Moderation Leader Email

cam.lynch@education.tas.gov.au

Minute Keeper

Callum Hollingsworth

Minute Keeper Email

callum.hollingsworth@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.

Cam Lynch - Hobart College  
Daniel Blake – GYC  
Ramon Jacobs – GYC  
Ali Savage – GYC  
Justin Cotton - Hobart College  
Sarah Briggs - Elisabeth College  
Callum Hollingsworth - Rosny College  
Casey Norton – Collegiate  
Sarah Matsauris - St Mary's College  
Ali Manson - Fahan 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.

Pat Stam (Attended Outdoor Education 2C)

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

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?

Technical skill on navigation was good and applied well to scenario, showed thorough understanding.

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

More specific detail more depth. some dot point too broad to be getting an 'A' Empathy (more a quality than skill)

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

B to B- agreed on a B

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

Maintain good balance between theory and practical, using role plays and scenarios to help students address such questions. Glossary of terms supplied to students.

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

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?

Some links to criteria and specialised terminology. Explained what/why of leaders actions (enough to pass) but just no link to specific skills.

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

incorrect identification of technical and interpersonal skills. More coherent response

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

Groups marked C- C Consensus was a C-

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

Maintain good balance between theory and practical, using role plays and scenarios to help students address such questions. Glossary of terms supplied to students.

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

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?

Some detail to show a basic understanding of criteria. Able to provide and discuss one technical skill. Some information confusing

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

Needs to link back to the scenario with more clarity and detail.

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

C- t+ agreed on C-

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

Maintain good balance between theory and practical, using role plays and scenarios to help students address such questions. Glossary of terms supplied to students.

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

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?

Discussed one technical skill - discussion on how to apply this skill to the scenario

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

More detail for explanation of technical skill (that their skill is a technical skill) Clarity around interpersonal skills. Choice of skills wasn't considered appropriate.

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

C and C- Consensus on C

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

Maintain good balance between theory and practical, using role plays and scenarios to help students address such questions. Glossary of terms supplied to students.

Moderation Details for Calibration - Sample 5

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

Criterion 1 = Overall  
 Criterion 3 = Overall

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

C1: B- C3: C+

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

Basic GOPREPARE model - however seemed to be missing crucial info (ie detailed map etc.)

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

looked to be some pages missing more detail for minimal impact info on venue - very basic )copied and pasted from DOE guidelines

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

group was all in the ball park of C1: B- C3: C+

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 2

State the name of the person who will be providing

Cam Lynch

the samples for September moderation.

Email address of the person providing the samples for September moderation

cam.lynch@education.tas.gov.au

### Sharing Resources

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

GLIDE acronym to help remember the five conditions of favourability Group Unity Leader Proficiency Individual Competence Decision Consequence Environmental Dangers

### Course Support