

2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which Learning Area is this Report for?	Health and Physical Education (HPE)
Moderation Leader Name	John Dalco
Moderation Leader Email	john.dalco@education.tas.gov.au
Minute Keeper	John Dalco
Minute Keeper Email	john.dalco@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.	Pat Stam, Calvin Christian School Sarah Briggs, Elizabeth College Michael Gowans, Guildford Young College Ramon Jacobs, Guildford Young College Alison Savage, Guildford Young College John Dalco, Hobart College Cam Lynch, Hobart College Makaila Higham, Oatlands District High School Callum Hollingsworth, Rosny College Sarah Matsouris, St Mary's College Casey Jones, St Michael's Collegiate School
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who	Todd Blackhall, The Hutchins School Michael Francis, Friends' School

did not attend the meeting.

Summary of any further samples moderated (CONFERENCING or FOLIO) - Sample 1

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

Crit 5 = Element 2

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

B (This was Sample 2 from the 8 provided)

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

Good level of general knowledge of barriers to communication. Well written but does not go into sufficient detail when defining the terminology. Could have provided an answer in more depth when addressing the scenario. (Element 2)

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

More specific and precise use of technical terms and at greater length.

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

Although the student had answered the question quite well there was sufficient evidence to achieve a B rating on element 2 but more depth was needed to gain an A rating.

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

Ensure that students know their terminology for the Group Management part of the course. Ensure also that students can define and apply terms. Students need to use the reading time to ensure they realise what the question requires.

Summary of any further samples moderated (CONFERENCING or FOLIO) -

Sample 2

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

Crit 5 = Element 2

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

C-/t+ (This was sample 4 from the 8 provided)

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

No evidence of specialised terminology understanding, limited reference to examples from the scenario and answer lacked depth. On the positive side the student did show a limited understanding of the barriers to communication but not the vocabulary.

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

The student would need to use the terminology appropriate to communication barriers and use examples from the scenario outlined in the question.

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

Although the student demonstrated an extremely limited understand of the barriers to communication they did not answer using the correct terminology.

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

Students need to learn and know the terminology and be able to define and apply these terms.

Summary of any further samples moderated (CONFERENCING or FOLIO) - Sample 3

Sample 3 - Please identify each criterion being

Crit 5 = Element 1, Element 2, Element 3

moderated and IF SELECTED the elements within that criterion

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

B+ (This was Sample 5 from the 8 provided)

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

Good coverage of Tuckman's theory on group development and some good links to the different stages. Needed to discuss the leadership approach in more details and link with the leadership style.

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

The student would need to identify and describe the appropriate leadership style and orientation.

Sample 3 - Summary of group consensus at element level with comments

Because the student described each stage and depth and considered strategies the leader could use it was decided this was at a high B level but not an A rating. An A rating would more detail on the leadership style and orientation.

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

Students need to know not only Tuckman's theory on group development but also be able to link this to leadership style and orientation.

Summary of any further samples moderated (CONFERENCING or FOLIO) - Sample 4

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

Crit 5 = Element 1, Element 2, Element 4

Sample 4 - What rating (or ratings) has the group assigned this sample?	C+ (This was Sample 8 of the 8 provided)
Sample 4 - What evidence supports the rating (or ratings) the group has given?	Limited strategies identified that the leader could use to move the group to the norming phase. Although the stages were identified these could have been discussed in more depth. Did not mention conflict resolution strategies.
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Correct use of terminology, more detail on the stages of group formation and appropriate examples of leadership strategies to move the group forward.
Sample 4 - Summary of group consensus at element level with comments	Although there was sufficient evidence for a C+ rating much more detail was needed on the stages of group formation and strategies the leader could employ.
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Students need to be very familiar with Tuckman's theory and be able to describe and identify the stages of group development and strategies the leader can employ when working to move groups to the next stage.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply	Level 3 or 4
For Level 3 and 4 courses please suggest criteria for consideration by CTL's.	Criterion 3 samples from the external exam PLUS any of Criterion 1, 3, 4, 5, 7 or 8 from internal assessment of the Leadership Project.
Please enter the name and email address of the person providing the samples:	John Dalco

Email

john.dalco@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.

Teachers discussed the need to support the activities of Outdoor Education Tasmania. We were also keen to moderate in March, and discuss issues associated with, the conduct and moderation of the individual outdoor leadership projects which all students must complete. This would be additional to moderating Criterion 3 samples from the external exam.

Course Support

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

In general teachers would be supportive of opportunities to liaise and share resources and strategies, particularly regarding the leadership projects.