

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	HPE - Sport Science Level 3
Moderation Leader Name	Melissa Brown
Moderation Leader Email	mbrown@gyc.tas.edu.au
Minute Keeper	Oliver Close
Minute Keeper Email	oliver.close@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.	Jan Bean Rosny College Melissa Brown Guilford Young College Oliver Close Elizabeth College Jo Goldfinch Hobart College Michael Gowans Guilford Young College Sue Hancock Hobart College Brendan Kull Guilford Young College Annette Logan Sorell School Frances Mann St Mary's College Sam Manson The Hutchins School Sam Norton Friends' School Sharon Scott St Michael's Collegiate School Jim Morgan - Fahan
Apologies/absences - please enter the names of teachers and their schools who appeared on the	Patrick Stam Calvin Christian School Paul Jones Rosny College Rob Owens Fahan

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 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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?

Link 1 Largely irrelevant in context of Question. E1 Theory lacking in depth and lacked relevance given original link E2 Some evidence of how Phys impacts skill. Not well addressed though. Lacked depth and again being a pre prepared link that was not well linked to the question was an issue. E4&5 Link 2 Better than link 1 due to relevance of massed practice. Interval training not a good choice for second side of link...makes it somewhat ambiguous.

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

Link 1 Relevance to the question. Must relate to what changed between game 1 and 2. Evidence of specific concepts relating to improvements between games needed, such as recovery, nutrition. Link 2 Choice of theory more relevant. Alternate type of training. Clearer response in context of the question.

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

Evidence supplied above summarises to element level much of the discussion around this sample. Element 1 - 0 marks Element 2 - general agreement on 1.5-2 marks. Element 3 - (lacking relevance the issue here) Element 4 - A lack of explanation of how the two core areas relate to each other Element 5 - As for element 4 Link 2 Element 1 - 1/2 Element 2 - 1.5 out of 3 Element 3 - Element 4 & 5 - 2

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

Link 1 Avoidance of generic pre prepared links. Must adapt to context of questions. Chronic adaptations between games was not realistic. Make your link explicit in sentence form - use recommended structure. Link 2A better example as massed practice could come into play between games, although interval training not a good choice...maybe circuit. Further application needed.

Moderation Details for Calibration - Sample 2

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

Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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?

Link 1 Link not clear. Some correct use of terminology. Again, seems pre-prepared without question context. Link 2 Similar issues to link 1. Not clear how one area impacts the other. Some better understanding of theory evident.

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

Link 1 Better structure and more explicit linking between core areas. How does Phys impact Skill! Link 2 Depth vs breadth. Specific link that demonstrates how Phys impacts skill.

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

Link 1 E4 and E5 let them down in terms of establishing link between the areas. Element 1 - 0 Element 2 - 2 Element 3 (relates to maximum marks) Element 4&5 - 1.5 Link 2 Element 1 - Element 2 - Element 3 - 2 Element 4&5 - 2

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

Link 1 The importance of structure was discussed again. Clear set out and explicit linking between the two areas and how they relate. Link 2 Keep it simple, avoid bringing in too many concepts. Depth vs breadth.

Moderation Details for Calibration - Sample 3

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

Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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

B+

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

Link 1 Excellent knowledge demonstrated, although some misunderstanding of training principles vs varied practice, is it definitely not an intra relationship. Link 2 Good link. Lost a little on Phys theory side and depth of info around how Phys impacts skill

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

Link 1 Need to explicitly use Variety as a Phys concept - not to be confused with Variability of practice (skill side) Link 2 More ex phys - specific info about fartlek - too much focus on continuous training. Not quite at the A level element due to accuracy.

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

Link 1 Element 1 - .5 Element 2 - 2 (let down with Phys Theory) Element 3 - Element 4&5 - 3 Link 2 Element 1 - .5 Element 2 - 2.5 Element 3 - Element 4&5 - 2.5 - 3

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

Link 1 Must make it clear with variety of training that it is a Phys concept. Otherwise a very good answer. Excellent on skill side of link. Link 2 More ex phys - specific info about fartlek - too much focus on continuous training. Not quite at the A level element due to accuracy.

Moderation Details for Calibration - Sample 4

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

Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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

t+

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

Link 1 Link satisfactory. Some discussion around relevance of DOMS Link 2 Lacked necessary info and depth

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

Link 1 More detail on each side of link. Also lacked detail for elements 4 and 5 around examples and links to question. Link 2 Also lacked detail

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

Link 1 Element 1 - .5 Element 2 - 1 Element 3 - Element 4 & 5 - .5 Link 2 Element 1 - .5 Element 2 - 1 Element 3 - Element 4 & 5 - .5

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

Link 1 Lacking detail. Need more on each side of link and associated theory. lacking skill ac in particular. Link 2 Also lacked detail. A good learning task is to use a skeleton link this on which to build. Please use structure and be explicit. Helps student stay focused on question

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 6. Elements 1, 2, 3, 4, 5

Sharing Resources

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

Mel to share CDL 'how to' guides along with other teaching tools for CDL C6 questions. More time allocated in Sep to pedagogy and teaching practice rather than purely assessment.

Course Support

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

Nothing at this stage.