

2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which meeting is this report for?

HPE - Sport Science Level 3

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?

t

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

No/minimal mention of a specific sport

general lack of understanding of necessary theory demonstrates misunderstanding of content

Linking is unclear and direction is incorrectly done.

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

Clear link

Comprehensive theory

Examples required

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

All agreed to the assessment

Sample 1 - What

Procedural response required - refer back to teaching notes shared for how to

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

approach these questions

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?

Linking statement was not well written but acceptable
theory presented was satisfactory but repeated and minimal depth
Application to sport was satisfactory but

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

More depth and detail in explaining the theory
Less unqualified theory

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

C to C+ agreed
Surprised at the range of ratings statewide

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

Review process with student

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?

C

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

Incorrect theory in definition of LIP in opening sentence
 Link 1 out of balance between two elements of theory
 Link 2 has minimal theory but little depth
 Generalised theory not related directly to the task.

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

Clearer understanding of theory and explained with accuracy

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

C to C-

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

Apply a structured approach towards responding to this question style.
 Identify areas where more specified theory would improve the response
 Application to example

Moderation Details for Calibration - Sample 4

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

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

critterion

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

B+

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

Link 1 was strong, with good depth and detail from both theory elements

Good linking statements

Application to the sport was continuous throughout

Link 2 was not as strong as 1 however small changes only.

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

Some further use of specialised terms and relating of elements of each theory aspect to each other.

Link 2 requires some clarification of specific theory terms

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

All were agreed that this response was of a very good standard

Expectations of

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

Apply a structured approach towards responding to this question style.

Identify areas where more specified theory would improve the response

Application to example

Moderation Details for Calibration - Sample 5

Sample 5 - 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 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?

Link 1: B
 Better than Link 2 and affects overall score
 Generally link is not clearly stated
 Theory is detailed but heavily biased towards the Ex Phys elements
 Some application to a sport
 Link 2:
 Poor link
 Theory is ok however not clearly and logically applied

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

Clarify link in an opening statement, using a clearly expressed statement to support.
 Highly detailed response, that is more balanced.

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

Agreed that there were two distinctly different links given with the overall result based on an average of two vastly different marks for each link.

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

Apply a structured approach towards responding to this question style.
 Identify areas where more specified theory would improve the response
 Application to example

Planning for March Moderation 2020 - Statewide Samples

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

C6 - all elements and Criterion 4 (Sport Psychology)

Sharing Resources

Please record any links to or details of resources that were

Textbook: SACE TWO Physical Education Workbook 4th Edition ISBN:978-1-9215489-4-9

shared, or describe any assessment strategies that were discussed.

Course Support

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

External Assessment:

Criterion 6 Exam questions: the suggestion is to trial a change to the format of the questions. Thus, there will be some questions marked out of 1, 2, 3 and 4 marks and have one long answer out of 15 marks. Rob Owens will provide a sample paper for C6 next term to distribute.

Course Document Issues:

Criterion 1: reword and change analyse and explain.

Replace C1 Element 4 to what Darren Perry has suggested. Thus, for the A it should state "describe and compare acute and chronic physiological responses to exercise including typical training adaptations in athletes.

C2 Element 4: Remove this element completely as it is ambiguous with the theory topics which relate to Criterion 1.

General notes/discussion points

- Internal/External - Disparity remains an issue
- Expectations on students - minutes/mark ratio remains an issue
- Weighting of tasks and assessment so that major assessments are done under time pressure in test conditions
- When to start CDL's? - Term 2/second unit is introduced
- CDL's develop higher order thinking so allow identification of A students
- Comparing student results in C1234 with C6 shows little correlation and identifies a concern between levels of understanding
- Use of rubric to mark and assess C6 responses appears to be a useful tool and used by many teachers, whilst matching a 'gut feel' on paper on the whole.
- A student who gets a CDL wrong through incorrect process may make the same mistake 4 times in two questions.

How may CDL change?

- Question to be more open ended
- A question style that is scaffolded to enable progressively improving
- An option to have a pre-planned and a unknown (traditional) answers
- Having some questions worth smaller marks i.e. 1, 2 and 3 marked questions which is like the other sections