

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 Foundation Level 2
Moderation Leader Name	Mel Brown
Moderation Leader Email	Mbrown@gyc.tas.edu.au
Minute Keeper	Scott Lampasona
Minute Keeper Email	Scott.lampasona1@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.	Annette ILgan Scott Lampasona
Apologies/absences - please enter the names of teachers and their schools who appeared on the 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 1 = Overall
Criterion 5 = Overall
Criterion 6 = Overall

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

C1: B+, C5: B, C6: B

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

The student was able to convey ideas through complex sentences.

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

If they could clearer convey ideas using complex sentences.

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

Explicit teaching of graphs and tables would have increased the students rating on criterion 6 if they could link their discussion to the graphs, and highlight figures from them.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall
 Criterion 5 = Overall
 Criterion 6 = Overall

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

C1: C-, C5: C-, C6: t

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

the student used a limited number of examples and uses basic sports specific vocab.

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

Identify, describe and relate their work to a wide range of phys and psych examples.

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

Explicit teaching of graphs and tables would have increased the students rating on criterion 6 if they could link their discussion to the graphs, and highlight figures from them.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall
 Criterion 5 = Overall
 Criterion 6 = Overall

that criterion

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

C1: C, C2: t, C6: C

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

Needed greater detail on how body systems and how they interact with exercise.

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

Deeper research to link the task to more sport specific scenarios, while explaining the link to body systems would have increased the students Criterion 2 mark.

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

Explicit teaching of graphs and tables would have increased the students rating on criterion 6 if they could link their discussion to the graphs, and highlight figures from them.

Moderation Details for Calibration - Sample 4

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

Criterion 1 = Overall
 Criterion 5 = Overall
 Criterion 6 = Overall

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

C1: C, C5:C, C6: C

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

Student utilised basic sport specific terminology to convey meaning.

has given?

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

If they could their sport specific terminology extensively and with precision would have increased their mark for Criterion 1.

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

Appreciate they designed their own test, however graphs let them down as they were unclear and not labelled.

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

Explicit teaching of graphs and tables would have increased the students rating on criterion 6 if they could link their discussion to the graphs, and highlight figures from them.

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 5 = Overall
 Criterion 6 = Overall

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

C1: C, C5: C-, C6: C-

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

They have collected scientific data and presented it in an appropriate way.

Sample 5 - What evidence would you need to see in

If they could have had really well presented graphs and tables, and referenced them in a discussion it would have lifted their mark from Criterion 1 and 6.

order to assign a higher rating (or ratings)?

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

Topic seems more difficult than "caffeine" or "drugs in sport". However they have approached it with a sociological lens rather than a Sport Science Lens. Why is it harder for people with disabilities to play sport? Does not feel like this has been addressed or answered sufficiently.

Interesting information and discussion however the paper lacks direction and clarity. Research task rather than inquiry focused.

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

Explicit teaching of graphs and tables would have increased the students rating on criterion 6 if they could link their discussion to the graphs, and highlight figures from them.

Planning for September Moderation 2019 - Statewide Samples

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

C1, C3

State the name of the person who will be providing the samples for September moderation.

Scott Lampasona

Email address of the person providing the samples for September moderation

Scott.Lampasona1@education.tas.gov.au

Sharing Resources

Course Support

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

Perhaps consider scheduling level 2 and 3 sport science at different times as many of the teachers had to choose between which moderation to attend as many teachers teach both courses.