2019 September Moderation - Report
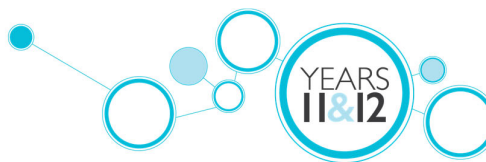
Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which meeting is this report for?	HPE - Sport Science Foundation Level 2

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, Element 1, Element 2, Element 3, Element 4 Criterion 2 = Overall, Element 1, Element 2 Criterion 5 = Overall, Element 1, Element 2 Criterion 6 = Overall, Element 1, Element 2
Sample 1 - What rating (or ratings) has the group assigned this sample?	C1 - C; C2 - C; C5 - C6 - task didn't provide opportunity to assess this criteria
Sample 1 - What evidence supports the rating (or ratings) the group has given?	student explains basic cardio-vascular understanding discusses relationship between intensity and heart rate Written expression unclear at times - simple sentences, lacking details and depth incorrect bar graph drawn
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	more succinct expression of understanding correct bar graph wide range of identifiers wide range of physiological influences on performance specific vocabulary / physiological terms
Sample 1 - Summary of group consensus with comments to	group consensus was a C rating overall.

element level if applicable.	criterion 6 was not able to be assessed as task did not require a reference section
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	develop sport specific vocabulary to be used in reports learn the difference in graphing techniques

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, Element 1, Element 2, Element 3, Element 4 Criterion 2 = Overall, Element 1, Element 2 Criterion 5 = Overall, Element 1, Element 2 Criterion 6 = Overall, Element 1, Element 2
Sample 2 - What rating (or ratings) has the group assigned this sample?	C1-B; C2 - B; C5 -B; C6 - cannot be assessed
Sample 2 - What evidence supports the rating (or ratings) the group has given?	clear communication able to identify what the task demands of the body made connections between intensity and performance, and cardio-vascular implied understanding of the need for consistency and validity of research correct line graph strong conclusion understands the relationship between fitness and recovery correctly identifies and describes the connection s between activity and physiological needs
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	more specific physiological language i.e. muscles instead of body add more depth and detail- language choices
Sample 2 - Summary of group consensus with comments to	consensus - B rating this student has a sound understanding of the physiological aspects that underpin

element level if applicable.	athletic performance
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	development of sport science specific vocabulary to be able to better demonstrate the student's understanding of the principles and practices

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 1 = Overall, Element 1, Element 2, Element 3, Element 4 Criterion 2 = Overall, Element 1, Element 2 Criterion 5 = Overall, Element 1, Element 2 Criterion 6 = Overall, Element 1, Element 2
Sample 3 - What rating (or ratings) has the group assigned this sample?	C1 - C-C+; C5-C+;
Sample 3 - What evidence supports the rating (or ratings) the group has given?	demonstrated basic understanding of the aspects of physiological basic sports science terminology succinct answers - but at times more detail needed incorrect graph drawn
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	more depth and detail in answers identify correct graph needed to represent data
Sample 3 - Summary of group consensus with comments to element level if applicable.	consensus - C
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	use examples to demonstrate understand - need to explain and justify teach the range of graphs and how to identify which graph to use for what data

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, Element 1, Element 2, Element 3, Element 4 Criterion 2 = Overall, Element 1, Element 2 Criterion 5 = Overall, Element 1, Element 2
Sample 4 - What rating (or ratings) has the group assigned this sample?	C1- B+; C2 - B+; C5- B
Sample 4 - What evidence supports the rating (or ratings) the group has given?	strong understanding of cardio-vascular relationship with activity type explanations are clear selects and uses sport specific terminology
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	clearer links between physiological knowledge and how it relates to the body during performance better conclusion identifying more influencing variables
Sample 4 - Summary of group consensus with comments to element level if applicable.	consensus - B+
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	writing report conclusions identifying testing protocols and influencing variables during practical sessions

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that	Criterion 1 = Overall, Element 1, Element 2, Element 3, Element 4 Criterion 2 = Overall, Element 1, Element 2 Criterion 5 = Overall, Element 1, Element 2

criterion

Sample 5 - What rating (or ratings) has the group assigned this sample?	C1- C; C2 - B; C5 - B
Sample 5 - What evidence supports the rating (or ratings) the group has given?	basic understanding of the physiological aspects of exercise explanation insufficient at times sports science specific vocabulary limited has shown strong links between heart, muscles and intensity
Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?	justification of understanding and findings more detail needed to show depth of understanding wider range of sports science specific vocabulary
Sample 5 - Summary of group consensus with comments to element level if applicable.	consensus - B
Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	report writing; identify - justify develop sports science vocabulary

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criterion 3

Sharing Resources

Please record any links to or details of resources that were 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:

Unit 1 is content and theory heavy. A lot to get through. This could be reviewed.