

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for? 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

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? Coherent, strong points made in an exam situation.  
Overall 1st link stronger than link 2

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)? Not enough linking made especially in link 1. More theory to do with self-efficacy and Bandura's theory. Only talked briefly regarding self-confidence instead of referring to self-efficacy as per their link.

Sample 1 - Summary of group consensus with comments to element level if applicable. Met requirements for a C standard but needs more application of the theory to be at a B or A standard.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)? Stronger application of theory using examples  
More theory evidence overall

## Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements Criterion 6 = Overall

within that criterion

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

A-

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

Excellent examples when applying theory  
Comprehensive info on motivation and recovery

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

More general theory on linking topics and use of definitions  
Was the second link appropriate to the scenario?

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

Overall, a very good answer and 1st link appeared stronger than second link.

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

Make sure that their links are suitable to the chosen scenario  
Make sure that they have given enough theory in their answers to links

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

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

A

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

Examples that directly applied the theory were very strong  
Lots of content was used to apply the theory

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

They specifically referred to reviewed and timed goals in their link therefore more examples on timed and reviewed goals need to be included as they focussed on other aspects of SMARTER goals instead.

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

An excellent and very comprehensive answer.

Based on standards, consensus was an A standard answer, possibly an A+

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

This would be an excellent sample to use to show the depth of evidence required for an A standard

#### 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

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

A-

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

Very good sport psychology theory

1st link strong

Overall a comprehensive answer

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

More exercise physiology theory needed

Shows they know the content but not extending and applying theory enough

Process goals could have been more relevant to each sub phase

Used timed and reviewable goals in their initial link but didn't refer back to those aspects enough

Students should refer to goal setting methods rather than pick specific aspects of the SMARTER acronym

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

Overall a strong answer

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

Use equal amounts of focus area theory, don't focus on one core area more than the other.

Show understanding of content more through detailed examples

## Planning for March Moderation 2022 - Statewide Samples

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

C5 - Psychology data question from 2020 exam

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

Dominique Emmett

## Sharing Resources

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

discussion around textbooks used by teachers of this subject

- Physical education workbook - SACE 4th edition

- Guilford Young are also using a new text - name to be provided

<https://1and12.education.tas.gov.au/communities-of-practice/>

## Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

The need to get our [Peer Developed Guide](#) approved as a state wide teacher resource. Especially necessary for beginning teachers or teachers in extension schools as we do not have a specific aligned text book.