

**Form Name:** Years 11&12 March Moderation 2018 - Report

**Submission Time:** March 13, 2018 7:29 pm

## Meeting Details

<b>Meeting Venue:</b>	South
<b>AM or PM session?</b>	PM
<b>Which Learning Area is this Report for?</b>	Health and Physical Education (HPE)
<b>Which PM Meeting is this report for?</b>	HPE - Outdoor Education Level 2
<b>Moderation Leader Name</b>	Luke Hamilton
<b>Moderation Leader Email</b>	lhamilton@gyc.tas.edu.au
<b>Minute Keeper (if available)</b>	Luke Hamilton
<b>Minute Keeper Email</b>	lhamilton@gyc.tas.edu.au

## Attendance

**Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding**

Rachel	Barnstable
Luke	Hamilton
vincent	van de vusse
Gav Joyce	
Matthew	Eaton
Mark	Oates

**anyone who was extra on the day**

**Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:**

Steve Cameron, Patrick Fashnacht

**Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend**

Daniel Hassett, Tim Whelan

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria assessed against**

C2  
C5

**What rating (or ratings) has the group assigned this Sample?**

C2 - B C5 - B/A (Split results)

**What evidence supports the rating (or ratings) the group has given**

Overall, the PowerPoint presentation was viewed favourably due to its high content and links back to an outdoor education perspective. Some t/z notations were given due to the content being largely plagiarised and unreferenced material.

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

- a referenced work document, adding in the presentation to see full delivery and also including which element are marked as who criteria can be very broad.

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

A rubric marking guide to focus in on particular elements, including more in-depth referencing and give moderation task to see what main focus of assignment is. I.e this task may be specific to general first aid treatment and therefore it would be unfair to grade a student on their inclusion of OE specific content.

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C2  
C5

**What rating (or ratings) has the group assigned this Sample?**

C2 - A/A- C5 - A

**What evidence supports the rating(s) the group has given**

- Overall it was agreed that this assignment was completed to a higher standard. There was good use of referencing and the PowerPoint included a good range of information

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

- This could have been targeted to some OE specific situation i.e Snake bites whilst bushwalking or MTB etc. Again a marking guide and focussing on specific elements could have been beneficial. Another Z notation was entered on suspicion of plagiarism or some content.

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

- Perhaps contextualise some of this research into an outdoor specific scenario. A full presentation could have been an additional element to the task, it is expected that some of the content from this PowerPoint would become "notes only" and not be displayed on screen.

## Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C2  
C5

<b>What rating (or ratings) has the group assigned this Sample?</b>	C2 - B C5-B
<b>What evidence supports the rating(s) the group has given</b>	Overall it was agreed that sample 3 was not completed to a high standard and was missing some information/formatting. The use of images is evident and spared much debate. If all elements are considered when marking sample 3, a far lower grade could be justified. Teachers have selected elements of criteria which play to the strength of the assignment.
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Achievement across all elements, use of referencing, better lay out, proof reading and adding OE specific content. Sample 3 also seems to specialise on hand and foot blisters and misses potentially blisters form burns and chemical blisters, which could give the assignment more content
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	As above

## Summary of any further samples moderated

<b>Further samples - Criteria assessed against</b>	C2 C5
<b>What ratings have the group assigned this/these Sample(s)?</b>	C2 - B/C ratings C5 - B/C Ratings
<b>What evidence supports the ratings the group has given</b>	<p>General advice will be given as we did not have time to fully moderate each of the following samples.</p> <p>Overall assessments were awarded a B/C rating, there was some scope for awarding higher or lower marks based off selecting different elements to mark. Generally, students did ok but repeated the same errors</p>

already listed above

- Poor/no referencing
- Excessive information/ jam packed slides (when considering from a presentation perspective)
- Lack of OE specific content
- Spelling and grammar errors

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

See students address the above point

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

Include a marking guide, select specific elements

## Planning for September Moderation 2018

**Are you planning on:**

Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing

**Please list the criteria to be moderated:**

Criteria 1

**Briefly describe the type of task you plan to look at:**

Goal setting task, an example to be supplied close to date

**Please state the name of the person supplying the samples for the September**

Steve Cameron

moderation

Email

steve.cameron@education.tas.gov.au

## Sharing Resources

**Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.**

Steve Cameron to supply a goal setting task from a Freycinet camp for moderation sample

All other staff encouraged to bring along sample of goal setting.

Criteria 4 discussed as a good one to moderate, but hard to bring samples of practical activities. All moderation participants are invited to bring samples of how they address criterion 4 to next meeting to share

## Course Support

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

The following information was noted from the March meeting

- Seven PowerPoints are excessive amounts of marking 3 samples would be preferred for next round. These should include some borderline pass/fails to discuss.
- A copy of the moderation task would make marking far easier and give staff scope to make appropriate decisions on criterion judgements. Understanding time requirements, research requirements and general expectations assist in making a fair judgement
- Moderation samples should include specific elements as marking a whole criterion in one hit can be problematic, often a student will miss elements usually through the task not addressing everything. If a task does address everything its often disjointed and lacks

flow in student response.

- Online system seems to create anxiety around entering results, a number of moderation participants missed submission deadlines and lacked clarity in explaining results
- The TASC online documents are clunky and difficult to access. A word version would be appreciated by all staff. Specifically, the OE course needs some proof reading, has errors in appendix being referred to as letters but listed as numbers.
- Clarity is asked over the OE Journal/Log Book tasks as they seem to be mixed at times during the document
- Can TASC advise if all elements need to be considered when marking criteria? Or are these more guidelines? Some teachers are treating them as explicit sub criteria and some are not.

## Annotated Exemplars

**Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?**

Sample 1  
Sample 2  
Sample 3

**Any comments:**

Annotated exemplars Annotated exemplars are not recommended from today's sample selections, teachers were uneasy with marking and data was very skewed from a lack of back story/information on the task. Some tasks are also suspected of high plagiarism and should result in an instant Z notation, we would also like to see more specific OE content being used on any exemplar issued by TASC/Curriculum services.