

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

Submission Time: March 22, 2018 3:27 pm

Meeting Details

Meeting Venue:

South

AM or PM session?

PM

Which Learning Area is this Report for?

Health and Physical Education (HPE)

Which PM Meeting is this report for?

HPE - Outdoor Leadership Level 3

Moderation Leader Name

John Dalco

Moderation Leader Email

john.dalco@education.tas.gov.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 anyone who was extra on the day

Patrick Stam
Michael Francis
Michael Gowans
Alison Savage
Ramon Jacobs
John Dalco
Cam Lynch
Makaila Higham
Anne Guest
Callum Hollingsworth
Sarah Matsouris
Casey Jones
Todd Blackhall

Extras - please enter the names and schools (and

Nil

email addresses if you have them) of anyone extra who wasn't on your attendance list:

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

Sarah Briggs

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3

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

2 B+ 3 B 5 B- 3 C+ 1 C- Consensus was in the C-/B- range

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

In the 2017 exam the sample scored 8/10 (an A). The group thought the piece was worthy of a C- to B- rating on elements 1,2,3 and 5 but not an A.

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

Greater depth of response for elements 1,2, 3 and 5. An A rating requires a comprehensive and applied account of two problem solving techniques.

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

Greater knowledge of problem solving techniques and practice applying them to outdoor scenarios.

ratings)?

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C3

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

5A- 3B+ 4B 3B- 1C+ Consensus was in the B/B+ range

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

The group thought that one problem solving technique was explained well but the account of the second one was weaker. The group thought the mark given of 7.5/10 on the 2017 exam was slightly too high.

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

More detail of two problem solving techniques applied to the given scenario.

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

Greater revision of a range of problem solving techniques and their application to a variety of outdoor education settings.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C3

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

2C 1C- 13t

What evidence supports the rating(s) the group has given	The result in the 2017 exam was 2.5/10 and the group agreed the sample was in the t+/C- range, having presented interesting ideas but did not address the actual question in sufficient detail.
What evidence would you need to see in order to assign a higher rating (or ratings)?	The student would need to have presented a more comprehensive description and application of two recognised problem solving techniques.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Greater revision of a range of problem solving techniques and their application to outdoor educational settings.

Summary of any further samples moderated

Further samples - Criteria assessed against	C3 C8
What ratings have the group assigned this/these Sample(s)?	Sample 4, Crit. 3: 3C 6C-7t Consensus was a C- result which matches the 4/10 given in the 2017 exam. Sample 5, C. 8: 1A 3A- 2B 5B- 3C+ 1C Sample 6: 3A- 5B+ 6B 1 C+ Sample 7: 1B 3C+ 5C 4C- 2t Sample: 2B+ 3B 1B- 2C+ 2C 3C- 2t
What evidence supports the ratings the group has given	<p>Sample 4: Although a more comprehensive answer than Sample 3 the student still did not provide enough evidence for elements 1,2,3 and 5 to warrant a full C result.</p> <p>Sample 5: Consensus was C+/B. Exam result was A. Not good introduction or conclusion and spelling poor. Terminology good. More references needed.</p> <p>Sample 6: Consensus was B with the exam result being a B-. Lacked some relevance but spelling and grammar were good. Essay was logical but lacked references and a good conclusion.</p> <p>Sample 7: Not discussed</p>

	<p>Sample 8: Consensus was a C- with the exam result being a D. Some content was not relevant. There was poor paragraphing and no specialised terminology.</p>
<p>What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Sample 4: More detail of two problem solving techniques and their application to the given scenario.</p> <p>Samples 5-8: Improved spelling, essay organisation, use of terminology and appropriate use of references.</p>
<p>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Sample 4: Greater revision of a range of problem solving techniques and their application to a range of outdoor education situations.</p> <p>Samples 5-8: More essay writing practice in class with attention to spelling, essay organisation, use of terminology and appropriate use of references.</p>

Planning for September Moderation 2018

<p>Are you planning on:</p>	<p>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</p>
<p>Please list the criteria to be moderated:</p>	<p>Possibly 2, 3, 5 and 8</p>
<p>Briefly describe the type of task you plan to look at:</p>	<p>Common mid-year exam for all Outdoor Leadership teachers state-wide. We would have the choice of samples for Criteria 2,3,5 and 8.</p>
<p>Please state the name of the person supplying the samples for the September moderation</p>	<p>John Dalco</p>

Email

john.dalco@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.

Teacher and student information sheets and assessment forms were circulated about the IOLP. Teachers volunteered to submit questions for a common exam: Part 1, C. 2,8 - John Dalco, Part 2 C. 3 - possibly northern teachers and Part 3, C. 5 - Casey Jones.

Course Support

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 2

Sample 6

Sample 8