

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

Submission Time: March 13, 2018 3:47 pm

Meeting Details

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| 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 - Sport Science Level 3 |
| Moderation Leader Name | Mel (Melissa) Brown |
| Moderation Leader Email | mbrown@gyc.tas.edu.au |
| Minute Keeper (if available) | Peter Taylor |
| Minute Keeper Email | ptaylor@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

oliver close
ptaylor
peter hampson
mel brown
paul jones
Nicole tuck
b kull
glenn freeman
s millar

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:

sam manson; s norton; sarah hardy

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

None

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C5

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

B

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

Elements 2,3,4 of the standards were address at a B standard with regards to graph reading, addressing data, and making conclusion with including data.

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

More accurate data reading for part (a)

More detail in part (c)- 3 points with supporting data was needed.

More detail needed for (d) and (e). More points needed to be made with supporting data

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

The number of marks is a guideline for the number of points needed to be made.

Graph reading needs to be precise.

Students are to include units along with their data.

Students should support conclusions with data for this Criterion.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C5

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

B+

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

Elements 2,3,4 of the standards were address at a B standard with regards to graph reading, addressing data, and making conclusion with including data.

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

More accurate data reading for part (a)

More detail in part (c)- 3 points with supporting data was needed.

More detail needed for (d) and (e). More points needed to be made with supporting data.

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

The number of marks is a guideline for the number of points needed to be made.

Graph reading needs to be precise.

Students are to include units along with their data.

Students should support conclusions with data for this Criterion.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C5

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

B+/A-

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

Elements 2,3,4 of the standards were address at a B standard with regards to graph reading, addressing data, and making conclusion with including data.

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

More accurate data reading for part (a)

More detail in part (c)- 3 points with supporting data was needed.

More detail needed for (d) and (e). More points needed to be made with supporting data.

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

The number of marks is a guideline for the number of points needed to be made.

Graph reading needs to be precise.

Students are to include units along with their data.

Students should support conclusions with data for this Criterion.

Summary of any further samples moderated

Further samples - Criteria assessed against

C5

What ratings have the group assigned this/these

A

| | |
|---|--|
| Sample(s)? | |
| What evidence supports the ratings the group has given | Elements 2,3,4 of the standards were address at an A standard with regards to graph reading, addressing data, and making conclusion with including data. |
| What evidence would you need to see in order to assign a higher rating (or ratings)? | Parts (c) and (e) perhaps needed an extra point to support their answer. 3 marks requires three different points with data |
| What actions would you recommend for teachers to help the student attain a higher rating (or ratings)? | Look at the number of marks a questions is being marked out of. |

Planning for September Moderation 2018

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|--|--|
| 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: | C6 |
| Briefly describe the type of task you plan to look at: | A marking scheme will be distributed prior to the meeting for teachers to use as a marking guide. Exemplars will be distributed to each teacher to mark prior to the meeting. Teachers will also bring an example of an 'A', 'B', 'C' and 't' also to the meeting for further discussion and collaboration |
| Please state the name of the person supplying the samples for | Melissa Brown |

**the September
moderation**

Email

mbrown@gyc.tas.edu.au

Sharing Resources

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

3 Sport Science Teaching Guides

Queensland Textbook.

Course Support

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

Due to the new style of exam to coordinate a sample exam paper for people to see prior to the mid-year exam. This will assist teachers to model for their writing of papers etc.

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?

Other: None because the Criteria have changed along with the marking scheme for Criterion 6. The aim is to gather exemplars from the Septembers meeting.

Any comments:

We moderated 8 samples but there was only room for 4 samples. For Question 10 Criterion 6 Sample 5 we gave a t/C-, Sample 6 we gave a C/C+, for Sample 7 we gave a B+, for Sample 8 we gave an A rating.