

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

Submission Time: March 13, 2018 2:28 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 - Sport Science Foundation Level 2

Moderation Leader Name

Jan Bean

Moderation Leader Email

jan.bean@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

Jan Bean

Extras - please enter the names and schools (and

It would be greatly appreciated if a list of all Colleges and the teacher of the subject ie Foundation Sport Science could be forwarded to me so that I can contact them

<p>email addresses if you have them) of anyone extra who wasn't on your attendance list:</p>	<p>during the year; especially in reagrds to the September moderation meeting and the task to be assessed/reviewed for that meeting.</p>
<p>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</p>	<p>Nil</p>

Moderation and Annotations for Sample 1

<p>Sample 1 - Criteria assessed against</p>	<p>C1 C5</p>
<p>What rating (or ratings) has the group assigned this Sample?</p>	<p>C1 - 4 responses; A, A-, B+, B C5 - 3 responses; A, A-, B-</p>
<p>What evidence supports the rating (or ratings) the group has given</p>	<p>There is a concern about the ratings as there were four different ratings given for criterion 1 and they ranged from A to B, then only 3 responses for criterion 5, with these again ranging from A to B- with no common mark.</p> <p>It would be good to be able to discuss with teachers of the subject, reasons for their assessment and to review each sample in regards to the standards.</p>
<p>What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Review standards document.</p>
<p>What actions would you</p>	<p>Individual assistance</p>

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

Group/peer assistance

Students given samples to view and they identify what makes a good answer.

Students review their own work or that of others and ask them to add information that is missing and what is necessary in order to gain a higher award.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C1
C5

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

There were only 2 responses for criterion 1, of t and C-, then only 1 response for criterion 5, ie 't' At least these ratings were closer than for the previous sample. This may indicate that it is easier to recognise poeer quality answers.

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

This sample was only a one page answer and of this half was a cut and paste from a website. The rest consisted of 1 sentence answers.

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

Much great input in the way of research and information. The section that was cut and pasted had minimal relevance.

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

Greater guidance given to student regarding selecting relevant information and data.

Moderation and Annotations for Sample 3

Sample 3 - Criteria

C1

assessed against	C5
What rating (or ratings) has the group assigned this Sample?	There is a concern about the ratings as there were five different ratings given for criterion 1 and they ranged from A to C, with no common mark, then only 3 responses for criterion 5, with these again ranging from A- to C, with no common mark.
What evidence supports the rating(s) the group has given	No discussion as only one person at the meeting. Being able to review this at a later date would be recommended.
What evidence would you need to see in order to assign a higher rating (or ratings)?	The student concentrated on a topic they knew and covered this part quite well, however, for the compulsory part on the skill analysis of juggling, it was noticeable that there was limited knowledge. To get a better mark, students need to address all sections of an assignment adequately.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Encourage student to do some more research and prepare of similar standard answers for all sections, unless a weighting has previously been identified and required.

Summary of any further samples moderated

Further samples - Criteria assessed against	C1 C5
What ratings have the group assigned this/these Sample(s)?	Sample 4 was just a copy of the assignment. Sample 5, had 4 responses for C1; A, B+, B, C, whilst C5 had only 4 responses - B+, B and C. Again there weren't any common marks.
What evidence supports the ratings the group has given	This sample was a pass, agreed by all markers, but it would be valuable to discuss with others as to how it met the standards of a B or C. Also it would be interesting to see whether the B+ marker was willing to drop to a B and the C marker to increase to a C+ or B. Difficult to do with only one person at the meeting.

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

Some research obvious, with inclusion of diagrams, however, not referenced.

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

If diagrams are going to be included in an assignment, they need to be referred to and made use of.

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:

Criterion 6 - Demonstrate an understanding of basic sport science research methods

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

Uncertain at this stage, there needs to be more input from other stakeholders, ie teachers of this subject.

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

TBC TBC

Email

jan.bean@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.

NIL

Course Support

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

More meetings on the day of moderation, eg 3 or 4 with less time at each meeting, so that people can get to more meetings. Avoid clashes of timetabling meetings.

Names of teachers distributed to all teachers of the same subject.

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