

TGT BRIEF: Physical Activity: Year 3

How many tasks make up the TGT?

This brief is for a single task. The task involves knowledges and processing.

What does this task involve?

This TGT is to involve students participating in physical activities of varying intensities in order to:

- gauge and compare the activities' fitness demands and effects on the body, and
- develop fitness-related concepts.

For example, students might be involved in skipping and be asked about:

- the different effects on the body of skipping, at the same speed, using different types of rope (e.g. individual short rope, turned long rope);
- the best types of skipping for improving fitness;
- some general principles for selecting activities that contribute differently to physical fitness.

Another example is that students might take part in, and observe the differing effects of, two related activities such as a 100 metre run and a 400 metre run.

The task requires variation in both:

- the activity itself (e.g. by changing speed; time/length, number of repetitions, style); and
- the effects on the body that are observed (e.g. heart rate, endurance capacity).

On what aspects of the task do students and marking guides need to focus?

- The first focus is on students' comparisons of
 - i) the fitness demands of, and
 - ii) the effects on the body of, activities of different intensities and durations.
- The second focus is on students' demonstrating knowledge of the concept of fitness itself, and of other concepts surrounding it, as they participate in the above.

What do schools have to include in their TGT package?

- A description of the task as presented to students, with
- the task parameters showing the conditions under which students perform the task, and
- marking guides leading to one grade for Knowledges (factual and conceptual) and one grade for Processing (enacting and reflecting) that show
- the number of available grades and give verbal descriptors for each grade, and which are accompanied by
- a clear indication of what, ideally, is expected for the highest grade, and
- a brief description of 'quality control' or other processes the school uses in marking the tasks e.g. double-marking or teacher dialogue about standards, how individual grades are extracted when students work in teams.

TGT BRIEF: Physical Activity: Year 9

How many tasks make up the TGT?

This brief is for a single task that focuses on knowledges and processing.

What does this task involve?

This TGT is to involve students in assessing the different approaches to improving their personal fitness that two people have adopted.

- One person participates in physical activity(ies) in pursuit of general fitness/wellness.
- The other is under a training regime to boost/maintain performance in competitive/high level physical activity.

On the basis of everything they know, find out and measure that relates to the fitness levels, programmes and goals of these people, students are to make and justify viable recommendations that could assist them in attaining their fitness goals.

The task could involve, for example, conducting interviews (possibly with more than two people in the first instance) that focus on such things as:

- what the person is trying to achieve through his or her participation;
- taking general measurements (e.g. height, weight) and specific measurements (e.g. flexibility, endurance);
- the perceived success of the current program in achieving its purpose;
- the nature of his or her current approach and programme;
- the capacity for possible changes to the approach or programme to be taken up by the interviewee.

On what aspects of the task do students and marking guides need to focus?

- The prime focus is on students' applying their knowledge about fitness/wellness and training to evaluate and improve the effectiveness of the individuals' fitness programs.
- The secondary focus is on students' demonstrating facility with taking relevant measurements.

What do schools have to include in their TGT package?

- A description of the task as presented to students, with
- the task parameters showing the conditions under which students perform the task, and
- marking guides leading to two grades for Knowledges (factual and conceptual, procedural) and one grade for Processing (enacting and reflecting) that show
- the number of available grades and give verbal descriptors for each grade, and which are accompanied by
- a clear indication of what, ideally, is expected for the highest grade, and
- a brief description of 'quality control' or other processes the school uses in marking the tasks e.g. double-marking or teacher dialogues about standards, how individual grades are extracted when students work in teams.

TGT BRIEF: Natural and Processed Materials/Chemistry: Year 6

How many tasks make up the TGT?

This brief is for a single task that focuses on procedural knowledge.

What does this task involve?

This TGT is to involve students in communicating the set of steps of a single chemical **procedure** (or stages of a chemical process), making clear **how** this changes the substances and their properties and **why** this change is useful.

For Year 6, this chemical procedure is to be drawn from science in ancient or medieval history. Some examples of where chemical procedures are involved are:

- transformation of naturally occurring materials into workable materials such as brass, bronze, glass, ceramics etc.;
- production of basic commodities such as soap, dyes etc.;
- preparation and use of medical treatments, or mummification;
- creation and refinement of art;
- agriculture.

Decisions about communication media are to be made at individual student level e.g. some students might use photographs, others might include a demonstration of a chemical reaction that occurs in the procedure.

On what aspects of the task do students and marking guides need to focus?

- The prime focus is on students' demonstrating knowledge of the chosen procedure and its associated chemistry.
- The secondary focus is on the successful communication to others of this knowledge of the procedure.

What do schools have to include in their TGT package?

- A description of the task as presented to students, with
- the task parameters showing the conditions under which students perform the task, and
- marking guides leading to one grade for Knowledges (procedural, but also valuing factual and conceptual) and one grade for Processing (communicating) that show
- the number of available grades and give verbal descriptors for each grade, and which are accompanied by
- a clear indication of what, ideally, is expected for the highest grade, and
- a brief description of 'quality control' or other processes the school uses in marking the tasks e.g. double-marking or teacher dialogues about standards, how individual grades are extracted when students work in teams.

TGT BRIEF: Natural and Processed Materials/Chemistry: Year 9

How many tasks make up the TGT?

This brief is for a single task that focuses on procedural knowledge.

What does this task involve?

This TGT is to involve students in communicating the set of steps of a chemical **procedure** (or stages of a chemical process), making clear **how** this changes the substances and their properties and **why** this change is useful.

This communication of the chemical procedure is to make use of (and explain where necessary) chemical terminology, symbols and equations.

For Year 9, this chemical procedure is to be drawn from contemporary procedures used in industries such as the textile, building, automotive, agricultural, water, food, alternative energy, instrument- or equipment-making industries.

Decisions about communication media are to be made at individual student level e.g. some students might use photographs, others might include a demonstration of a chemical reaction that occurs in the procedure.

On what aspects of the task do students and marking guides need to focus?

- The focus is on students' demonstrating knowledge of the chosen procedure and its associated chemistry.
- The secondary, but still important, focus is on the successful communication to others of this knowledge of the procedure, especially by making use of chemical terminology, symbols and equations.

What do schools have to include in their TGT package?

- A description of the task as presented to students, with
- the task parameters showing the conditions under which students perform the task, and
- marking guides leading to one grade for Knowledges (procedural, but also valuing factual and conceptual) and one grade for Processing (communicating) that show
- the number of available grades and give verbal descriptors for each grade, and which are accompanied by
- a clear indication of what, ideally, is expected for the highest grade, and
- a brief description of 'quality control' or other processes the school uses in marking the tasks e.g. double-marking or teacher dialogues about standards, how individual grades are extracted when students work in teams.