

2021 March Moderation - Report



Which meeting is this report for?

General Mathematics Level 3

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

C

Sample 1 - What evidence supports the rating (or ratings) the group has given?

This student demonstrated an understanding of mathematical processes. For example, they were able to determine a linear regression, identify the correlation coefficient and gradient, use a linear regression to make a prediction, calculate a seasonal index and deseasonalise data, although, errors were made in the process of smoothing data.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Greater confidence in the interpretation of values such as the correlation coefficient and gradient, plus residual values, in addition to, evidence of analysis of a residual graph and deseasonalised data.

Sample 1 - Summary of group consensus with comments to element level if applicable.

The group reached a consensus of a C rating for the reasons stated above.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Opportunities to develop greater understanding of residual analysis and the deseasonalising of data.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

B

Sample 2 - What evidence supports the rating (or ratings) the group has given?

This student was able to apply mathematical processes to obtain a linear regression and determine residuals, although made an error in identifying the correlation coefficient. They demonstrated confidence in the calculations involved in smoothing and deseasonalising data, and correctly interpreted many values and answers.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More detail in explanations so as to demonstrate a greater understanding of values such as a residual value and seasonal index, plus, interpretation of the process of deseasonalising data.

Sample 2 - Summary of group consensus with comments to element level if applicable.

The group reached a consensus of a B rating for the reasons stated above.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Opportunities to develop a greater understanding of the deseasonalising of data and to fine-tune explanations.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

Sample 3 - What rating (or ratings) has the

B

group assigned this sample?

Sample 3 - What evidence supports the rating (or ratings) the group has given?

This student was able to apply mathematical processes to obtain a linear regression and determine residuals. They demonstrated confidence in the calculations involved in smoothing and deseasonalising data, and correctly interpreted many values and answers, although made an error when using a linear regression equation.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Whilst some responses to interpretation questions would good, overall, greater understanding needed to be communicated in explanations.

Sample 3 - Summary of group consensus with comments to element level if applicable.

The group reached a consensus of a B rating for the reasons stated above.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Opportunities to develop a greater understanding of the process of deseasonalising data and guidance in providing more detail in explanations.

Planning for September Moderation 2021 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criterion 1 and Criterion 5

State the name of the person who will be providing the samples for moderation

Tim Wilson

Email address of the person providing the samples for moderation

t.wilson@leighland.tas.edu.au

Sharing Resources

Please record any links to or details of resources that were

Teachers were encouraged to share resources using TEAMS.

shared, or describe any assessment strategies that were discussed.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

We hope there is scope and opportunity for broader discussions to occur across maths departments in Tasmania, as at present there has not been enough information that has been shared for teachers to be able to have a good understanding to give input, or have a good understanding of what is to be implemented next year around the subject outline, content, resources developed and resources to be used (i.e. texts etc), more communication around the development of the new courses, etc.