

# 2021 March Moderation - Report



Which meeting is this report for?

Mathematics Methods Level 4

## 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?

B

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

Too many errors for an A

Group 1: Q4 posed difficult (3/5) - more marks brings more opinion. Most other questions had a strong consensus.

Group 2: Very similar to Group 1.

Group 3: Q4 (2.5/5) similar

Group 4: Q4 (3/5) similar

Group 5: Q4: (3/5)

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

Less overall errors

## 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

C

group assigned this sample?

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

Group 1: C Q4 range 1 to 3 settled on a 3. Generally having a lot of marks brings a range of grades

Group 2: C again Q4 (3) most discussion on this question

Group 3: C Q4 1.5

Group 4: C Q4 2/5

Group 5: C Q4 1/5

### 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 group assigned this sample?

C

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

Group 1: C Q4 1/5

Group 2: C

Group 3: C running out of time

Group 4: C solid

Group 5: C

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

Group discussion centred on the allocation of marks for Q4

Discussion on Q2 centring on the allocation of marks

Q3 Discussion of how picky examiners are of solid line for asymptote (more so mathematical communication) and how the graph moves away from the asymptote rather than tending towards in the long-term behaviour.

Q24 - Discussion around defining when the composite function exists prior to progressing the question.

Sample 3 - What actions would you recommend for teachers to help the

Most of the discussion surrounded Q5 which was 5 marks.

Ensure all teachers are aware that the Assessment Report available on the course page on TASC website contains the answers to the moderated exam sections.

student attain a higher rating (or ratings)?

Sample 1 - A cutoff 25/30

Sample 2 - C

Sample 3 - C

Planning for September Moderation 2021 - Statewide Samples

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

Cr 6 - Differential Calculus

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

Cassandra Olive

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

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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:

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