

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

Submission Time: March 13, 2018 2:07 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	PM
Which Learning Area is this Report for?	Mathematics
Which PM Meeting is this report for?	Maths - General Mathematics Level 3
Moderation Leader Name	Andrew McKenzie-McHarg
Moderation Leader Email	andrew.mckenzie-mcha@education.tas.gov.au
Minute Keeper (if available)	Naomi Heaven
Minute Keeper Email	naomi.heaven@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

Margaret Blanden
Julie Blanden
Karen Marshall
Naomi Heaven
Andrew McKenzie-McHarg
Heath Richardson
Cameron Spaulding
Paul Townsend
Cameron Rogers
Sallyanne Armarego
Louise Searson
Tim Wilson

anyone who was extra on the day

Richard Holwill
fiona phillips
Adrian Baron
Caroline Massey
MARGARET HUGHES
sharon whiteley
Ian Britcliffe
Leah Sussman
Rebecca Van Essen
Anthony Cummings
Rick Smith
Roger Tattersall

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

-

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

adrian cooper , Barbara Kay

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

According to the standards, this student did not demonstrate an understanding of analysis of A level questions.

given

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

Better understanding of the real life context

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

Further testing and assignment questions for practice around analysis.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C5

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

t

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

Did not demonstrate understanding or ability in the sequences and series criteria. Many blanks left on the exam.

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

Complete all questions, showing working out/reasoning.

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

Specific focus on difference equations and analysis of real life context.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C5

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

A

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

All questions answered well, with the exception of one where they made a small error copying the equation.

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

Need to show working to ensure they do not slip down a grade.

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

Student needs to ensure they look for small errors and showing all working. Could drop to a B if no working is shown in future.

Summary of any further samples moderated

Further samples - Criteria assessed against

C5

What ratings have the group assigned this/these Sample(s)?

C+/B-

What evidence supports the

Reasonable understanding of the content and how to manipulate equations, however, their inability to work

ratings the group has given	with questions that require analysis let them down.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Lack of working/line of reasoning decreased their grade. Need to demonstrate their understanding in order to gain a higher grade.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Ensure they understand the necessity of showing working. Analysis/interpreting questions also need to be worked on.

Planning for September Moderation 2018

Are you planning on:	Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing
Please list the criteria to be moderated:	C4 - Bivariate Data
Briefly describe the type of task you plan to look at:	Midyear from Don College
Please state the name of the person supplying the samples for the September moderation	Julie Blanden
Email	julie.blanden@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.

There are some new investigations going around, and they will be shared when the creator feels confident that they work.

Discussed using a canvas page to share resources.

Discussed John Short books, only one school does not use them.

Course Support

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

Solutions to exams to be provided earlier - TASC job

Calculators, the fact that we have different calculators across schools means it is harder/easier for some schools on different sections. Non-Cas people have a disadvantage in S&S.

Formula sheet, could considerations be made to have uniformity across the finance and other equations, so different things are not represented by the same letter.

3D trig is not in the course, however, it was included on the exam.

36 marks does not allow for much wiggle room, could the exams be out of more marks? could it actually be standard based assessment.

Exam questions need to be specific, some left room for ambiguity. Need clear instructions on what needs to be done for full marks, otherwise different variants need to be accepted.

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: Our pieces of work were on the cusp, need work that is more exactly a grade.