

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

Submission Time: March 14, 2018 2:03 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	AM
Which Learning Area is this Report for?	Mathematics
Which AM Meeting is this report for?	Maths - Mathematics Specialised Level 4
Moderation Leader Name	Julia Waterworth
Moderation Leader Email	jwaterw@friends.tas.edu.au
Minute Keeper (if available)	Andrew Woolley
Minute Keeper Email	andrew.woolley@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

Brian Moss
Mike Graham-Smith
Jeremy Rackham
Julia Waterworth
Yohann D'Souza
Andrew Woolley
Jo Finney
Tim Grabovszky

anyone who was extra on the day

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

none

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

Virginie Von, Brett Stephenson, Dawn Cripps

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C8

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

B

What evidence supports the rating (or ratings) the group has given

Teachers discussed each question in the sample and agreed on a mark. The total mark was compared with the exam cutoffs from last year's exam.

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

Clearer understanding of the questions.
More and clearer working presented.

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

Direct students to past exams.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C8

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

A

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

Teachers compared their marks for each question and arrived at a consensus. The total mark was then compared with the exam cut-offs to provide an award.

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

Have a better understanding of equilateral triangles.

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

Direct them to past exams.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C8

What rating (or ratings) has the group assigned this Sample?	C
What evidence supports the rating(s) the group has given	Teachers compared their marks for each question and arrived at a consensus. The total mark was then compared with the exam cut-offs to provide an award.
What evidence would you need to see in order to assign a higher rating (or ratings)?	More practise of past exams.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Direct them to practise past exams.

Summary of any further samples moderated

Further samples - Criteria assessed against	C8
What ratings have the group assigned this/these Sample(s)?	t
What evidence supports the ratings the group has given	Teachers marked the worked themselves and compared their marks for each question. The total was then compared with the cut-offs from the exam.
What evidence would you need to see in order to assign a higher rating (or	More correct answers.

ratings)?

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

Practise past exams.

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:

We agreed that Criteria 2 would be moderated.

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

An investigation based around the sequences content of the course will be looked at.

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

Jo Finney

Email

joanna.finney@education.tas.gov.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful

Notes around the new content in the course to do with geometrical interpretations of Gauss-Jordan solutions was looked at. There had been a great deal of misinformation about the new content in the new course, including wrong content in the new textbooks written by Steve Watson and notes written by Lance

links etc. that were shared in the meeting.

Coad that were seen as too detailed and extensive. Andrew Woolley, who had been responsible for drafting the new content, wrote a 5 page document outlining potential exam questions around the new content. This document had been approved of by the Setting Examiner, Lance Coad. This document was distributed to all teachers and made available electronically. A copy can be obtained by contacting Andrew. Andrew notes with dismay that he has tried through various channels to make this document public including contacting Adrian Baron and Josh Moore, the previous and current Maths CTL's and discussions with Melinda Williams, the PEO for Curriculum Services. All these avenues lead nowhere. Teachers mentioned in the meeting that they have had to reorder the way they teach their content because of confusion around the new content. They were greatly reassured by the material circulated by Andrew. It seems an obvious statement to make but having accurate information about what is included in the course is a good teaching strategy and having support from curriculum bodies in providing that accurate information is essential.

Teachers noted with dismay that the formula sheet for 2018 is not available and previous ones are not available on the TASC website. An excellent teaching strategy is to teach to the formula sheet, so students become more confident in referring to it and knowing "what they need to know" for the exam.

Course Support

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

See the comments on the previous page.

More efficient and more accurate dissemination of the content of the course, including what is examinable. This is a teaching and learning issue, not just an examination one.

Providing the formula sheet before the commencement of the year. This is an important component of teaching and learning, not just an examination issue.

Each work sample posted on canvas should include the sample number on the front of the document, as well as including the sample number in the filename of the document. This will help to avoid confusion when printing out the documents.

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
Sample 2
Sample 3
Sample 4