# 2018 September Moderation - Report

## Meeting Details

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|---|---|
| Meeting took place in: | North |
| AM or PM session? | PM |
| 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 | Naomi Heaven |
| Minute Keeper Email | naomi.heaven@education.tas.gov.au |

## Attendance

| | |
|---|---|
| Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader. | Luke Hochman l |
| | jan Archer |
| | Margaret Blanden |
| | Tamara Horsham |
| | Sandra Jesshope |
| | Naomi Heaven |
| | Karen Marshall |
| | Andrew McKenzie-McHarg |
| | Cameron Spaulding |
| | Cameron Rogers |
| | Paul Townsend |
| | Sallyanne Armarego |
| | Kelly Hudson |
| | Rosalie Thompson |
| | Jane Underhill |
| | Tim Wilson |
| | Richard Holwill |
| | Fiona Phillips |
| | Anthea White |

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|---|---|
| | Caroline Massey |
| | Ian Britcliffe |
| | MARGARET HUGHES |
| | sharon whiteley |
| | Leah Sussman |
| | Rebecca Van Essen |
| | Anthony Cummings |
| | Stewart Reid |
| | Rick Smith |
| | Roger Tattersall |
| Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting. | NA |

## Moderation Details for Calibration - Sample 1

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|---|---|
| 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? | Basic level of understanding, they can graph but they cant explain. The standards have nothing about explaining or discussing for 'C' level students. |
| Sample 1 - What evidence would you need to see in order to assign a higher rating (or | Need to work on explanations for the data. Missed many analysis questions, too many blanks. |

| ratings)? | |
|---|---|
| Sample 1 - Summary of group consensus at element level with comments | All elements were assessed. |
| Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)? | Need clarification on what the data means and how to talk about it. |

## Moderation Details for Calibration - Sample 2

| Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion | Crit 4 = All elements |
|---|---|
| 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? | They show some understanding but their reasoning and explanations are a little backwards and confused.<br><br>Some reservation about it being a B, some would mark it as an A. |
| Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)? | No scatter plot, cant do the basics then they shouldnt be an A. Theory is they ran out of time. Interpretation isnt accurate enough, variables back the front, specific units, etc. Rounding. Small things they did wrong. |
| Sample 2 - Summary of group consensus at element level | NA |

| | |
|---|---|
| with comments | |
| Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)? | Encourage student to read questions thoroughly and make sure they are comfortable with rounding and units. |

## Moderation Details for Calibration - Sample 3

| | |
|---|---|
| Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion | Crit 4 = All elements |
| 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? | Lacking some basic skills but some explanations are reasonable. Was discussion about how some people dont know what tailings was which made that gold questions difficult for some people. |
| Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)? | Units missing and incomplete answers/not attempted questions. Lack of information in the answers and silly mistakes. Graphs not completed correctly 3B, lack of basic skills. Substituted numbers that were clearly wrong in 3E. |
| Sample 3 - Summary of group consensus at element level with comments | NA |
| Sample 3- What actions would you recommend for teachers to help | Help them understand what questions are asking for. |

the student attain a higher rating (or ratings)?

## Planning for March Moderation 2019 - Statewide Samples

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|---|---|
| Please select all that apply | Level 3 or 4 |
| For Level 3 and 4 courses please suggest criteria for consideration by CTL's. | Finance C5 |
| Please enter the name and email address of the person providing the samples: | Andrew McKenzie-McHarg |
| Email | Andrew.mckenzie-mcha@education.tas.gov.au |

## Sharing Resources

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|---|---|
| Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed. | Finance - Annuities in arrears, how using the calculator you can write different things and still mark it the same because the result will be the same.<br><br>Sharepoint and the dropbox - can people please upload stuff into these so we help each other get resources and we can see what other people are doing. Would like to have a moderation meeting where we can focus on going through the dropbox/resources and making it more useful, please. |

## Course Support

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| Please provide details of any future focus and ways forward you would like | Information sheet provided to students:<br><br>-We would once again like some uniformity between variables rather than the same ones use for multiple different things across the sheet. Big example is with |

| Curriculum Services to consider in relation to this course: | annuities and having the finance and sequence equations next to each other where n is different. Request to have sequences taken away from the finance section.

-Whole structure of the information sheet is a little messy.

-Asymptote formula on the information sheet would be nice.

-In finance A=P+I added to cheat sheet.

-Sequence and Series graphs are useless.

We need to clarify when r and r^2 are used. John Short and Nelson have different teachings.

Size of residuals, we as a group believe it is out when discussing model, but if it is not we would like it clarified.

Question 1C on the assessment task - What is expected from this answer. "there appears to be a relationship between the variables" if bar charts are different, "there is not" if they are they same. Compare some of the variables and then some sort of summary that brings it all together. Is the expectation that they use the percentages in the answer as well? Course document does not say they have to talk about an association, but they got marked down for that last year on the exam, why is that? Discussing residuals needs clarification. |