2018 September Moderation - Report

Meeting Details

Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Maths - Mathematics Methods Level 4
Moderation Leader Name	Simon McGuire
Moderation Leader Email	simon.mcguire@education.tas.gov.au
Minute Keeper	simon mcguire
Minute Keeper Email	simon.mcguire@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.	Thomas Cotterell Simon McGuire Rob Morgan Dave Coulson Richard Neal Reima wall Mark Lowe Mike Clancy Shelley Keightley David Mohr
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	Andrew Mason Sally Johnson Fiona Hamilton

meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.	Sample 1
Please list the criteria (and elements if specified) being moderated for this sample	Criteria 5

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 5 = 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?	met criteria in column B not in Column A
Sample 1 - What evidence would you need to see in order to assign a	better use of diagrams and being able to solve trigonometric equations

higher rating (or
ratings)?

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 5 = All elements
Sample 2 - What rating (or ratings) has the group assigned this sample?	t
Sample 2 - What evidence supports the rating (or ratings) the group has given?	insufficient understanding over nearly all elements of the criteria
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	being able to solve trig identities via symmetry, graph tan functions, substitute variables and do modelling questions

Moderation Details for Calibration - Sample 3

Sample 3 - What rating (or ratings) has the group assigned this sample?	B
Sample 3 - What evidence supports the rating (or ratings) the group has given?	ability to preforms standards from the B column and not the A column

Moderation Details for Calibration - Sample 6

Sample 6 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 5 = All elements
Sample 6 - What rating (or ratings) has the group assigned this sample?	B
Sample 6 - What evidence supports the rating (or ratings) the group has given?	ability to preforms standards from the B column and not the A column
Sample 6 - What evidence would you need to see in order to assign a higher rating (or ratings)?	improved diagram drawing, solving trig equations with more working and less calculator usage

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply	Level 3 or 4 Library, Preliminary courses, VET
For Level 3 and 4 courses please suggest criteria for consideration by CTL's.	externally assessed C 8 - probablility
Please enter the name and email address of the person providing the samples:	simon mcguire
Email	simon.mcguire@education.tas.gov.au

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	discussed textbooks and which ones schools were using, most have been using old Jacaranda or the new Cambridge, Though indications are that Maths Quest is returning to what it once was.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	Teachers are still concerned about the depth required in the new probability content. Particularly if p had distributions are to be strongly emphasised and point to the inexact wording in the course document for their confusion. Exemplars were mentioned as a way to address this.
	Questions were raised about the depth of working out required during particularly involved integration problems, like finding the area between two curves with multiple intersections.