

2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

Maths - 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 7 = 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?

We broke down each question in the assessment piece, and compared them to the rubric given in the course document. The student was successful at mostly B and C standard questions. Unable to reach a consensus we applied the "trickle down" method from the old maths applied course and arrived at a C+.

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

The ability to integrate more complex functions.

Sample 1 - Summary of group consensus with comments to element level if applicable.

The group consensus was that the element was too difficult, with particular emphasis on the ratio of C to B and A standard questions, the mark allocation, and the timing of the test.

Sample 1 - What actions would you recommend for

The construction of a test which aligns itself more to the rubric in the course document, with more C standard questions. The general feeling in the room is that the moderated samples could have achieved a B rating had the test been more

teachers to help the student attain a higher rating (or ratings)?

evenly balanced.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 7 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?

C+

Sample 4 - What evidence supports the rating (or ratings) the group has given?

They achieved a very similar mark to the previously moderated sample. The general group feeling was that the two samples were of the same quality and should obtain the same score.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

The candidate would need to show more working out.

Sample 4 - Summary of group consensus with comments to element level if applicable.

The group consensus was that the element was too difficult, with particular emphasis on the ratio of C to B and A standard questions, the mark allocation, and the timing of the test.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

The construction of a test which aligns itself more to the rubric in the course document, with more C standard questions. The general feeling in the room is that the moderated samples could have achieved a B rating had the test been more evenly balanced.

Planning for March Moderation 2020 - Statewide Samples

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

Criteria 4 - Function Studies

moderation.

Sharing Resources

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

New Jacaranda textbook.

The suggestion of starting the year with differential calculus as a way of separating the level 3 students from the level 4 students within a timely manner.

Course Support

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

The Microsoft Teams plan was discussed as a future focus for the development of the course.