

2018 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which AM Meeting is this report for?

Maths - Mathematics Methods Foundation Level 3

Moderation Leader Name

Josh Dean

Moderation Leader Email

josh.dean@education.tas.gov.au

Minute Keeper

Roger Tattersall

Minute Keeper Email

roger.tattersall@stpatricks.tas.edu.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.

Josh Dean - Launceston College
Jne Underhill - Launceston College
Nathan Peterson - SOC
Ian Britcliffe - SOC
Dave Coulson - LCGS
Aileen Lake - LCS
Rebecca Sayer - CHCS
Michael Bousfield - Hellyer
Mark Lowe - Leighland CS
Naomi Heaven - Hellyer
Shelley Keightley - SBSC
Marcia Watkinson - UHS
Bruce Harrison - LC
Colin Peters - LCGS
Melissa Beard - Don
Paul Gray - LCGS
Alan Lee - Geneva
Rosalie Thompson - Launceston College

Apologies/absence s - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Ed Love (SPC)

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

Cr 5

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

The sample was chosen as an exemplar of student work that relates to Cr 5, specifically the topic of Cubic Functions.

There is opinion that this sample doesn't include enough opportunities for a student to obtain an "A".

The standards have very few elements that relate to an "A" rating for cubics.

A very capable student.

The group has determined that the sample is an "A" standard.

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Element 4, Element 6, Element 7, Element 8

Sample 1 - What rating (or ratings) has the group assigned this sample?

A

Sample 1 - What evidence supports the rating (or ratings) the group has given?

A good provision of evidence against

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 4 = Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8, Element 9, Element 10

Sample 2 - What rating (or ratings) has the group assigned this sample?

A/B+

Sample 2 - What evidence supports the rating (or ratings) the group has given?

The student is very good at solving equations and generally good with transposition.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or

n/a

ratings)?

Sample 2 -
Summary of
group consensus
at element level
with comments

There were no opportunities to assess against element 1.

Sample 2 - What
actions would you
recommend for
teachers to help
the student attain
a higher rating (or
ratings)?

Improvements for completing the square.

Moderation Details for Calibration - Sample 3

Sample 3 - Please
identify each
criterion being
moderated and IF
SELECTED the
elements within
that criterion

Crit 5 = Element 4, Element 6, Element 7, Element 8

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?

Very few A/B standard responses. Predominantly C
standard responses against the identified elements.

Sample 3 - What
evidence would
you need to see in
order to assign a
higher rating (or
ratings)?

More presence of A standard response type questions.

Sample 3 -
Summary of
group consensus
at element level

The assessment does not address elements 1 - 3, 5 9 & 10
Some questions (Q5) need to reflect the elements more

with comments

specifically so the student's reasoning can be assessed.

Sample 3- What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Ensuring the instrument provides more opportunity for the candidate to demonstrate a B/A standard.

Moderation Details for Calibration - Sample 4

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

Crit 5 = Element 4, Element 6, Element 7, Element 8

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

C+/B

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

Few responses satisfying an A standard against the elements assessed.

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

Point of inflection. power form functions.
Sketching standard needs to improve.
General understanding of transpositions needs to improve.

Sample 4 - Summary of group consensus at element level with comments

The assessment does not address elements 1 - 3, 5 9 & 10
Some questions (Q5) need to reflect the elements more specifically so the student's reasoning can be assessed.

Sample 4 - What actions would you recommend for teachers to help

Revisit sum and difference of cubes.
A focus on sketching.

the student attain a higher rating (or ratings)?

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 5 = Element 4, Element 6, Element 7, Element 8

Sample 5 - What rating (or ratings) has the group assigned this sample?

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Sample 5 - What evidence supports the rating (or ratings) the group has given?

Very little evidence that satisfies the elements assessed.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Basic algebraic facility.
Understanding of sum and difference of cubes.
A focus on problem solving and applications.

Sample 5 - Summary of group consensus at element level with comments

The assessment does not address elements 1 - 3, 5 9 & 10
Some questions (Q5) need to reflect the elements more specifically so the student's reasoning can be assessed.

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Remedial algebra
Focus on modelling and problem solving.

Moderation Details for Calibration - Sample 6

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

Criterion 7 - Calculus. Please provide samples from the external 2018 exam.

Please enter the name and email address of the person providing the samples:

Josh Dean

Email

josh.dean@education.gov.au

Sharing Resources

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

DESMOS

Sharing midyears

Course Support

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

Please consider the following:

External assessments to be non calculator (one paper 1 part)

Concerns raised as to whether solving trig equations are to be taught. This is not in the content description but is in assessments and exams, and is being taught by many

relation to this course:

teachers.

Need to Calc optimisation to the standards.