

# 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 Specialised Level 4

Moderation Leader Name

Wayne Spradbury

Moderation Leader Email

wayne.spradbury@stpatricks.tas.edu.au

Minute Keeper

Fiona Hamilton

Minute Keeper Email

fhamilton@mrc.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.

Tino	Delbourgo
Simon	McGuire
Aileen	Lake
Terence	SHEEHAN
Sallyanne	Armarego
Fiona	Hamilton
Virginia	Berechree
Gavin	Hicks
Wayne	Spradbury

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who

NIL

did not attend the 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

Matrices Criterion 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

Demonstration of students work , new part of the syllabus included.

## 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)

A

has the group assigned this sample?

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

student showed sufficient evidence on A standard questions with support from other questions.

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

completion of all questions

Sample 1 - Summary of group consensus at element level with comments

A

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Encourage clearer working out and define variables.

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?

6B and 2c

Sample 2 - What evidence supports

Uses and applies composite transformations successfully in some questions.

the rating (or ratings) the group has given?

Some Success with Gauss Jordan questions

Success with questions relating to the new part of the syllabus

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

more success with inverse matrix questions and finding image questions.

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

8B

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

practice more questions in relation to images

### Moderation Details for Calibration - Sample 3

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

Crit 5 = All elements

Sample 3 - What rating (or ratings) has the group assigned this sample?

B 8C

Sample 3 - What evidence supports the rating (or ratings) the group has given?

able to find the determinant and inverse but unable to apply in context

Some success with transformation questions and Gauss jordan.

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

Ensure variables are defined correctly  
work out matrices for transformations correctly

Sample 3 - Summary of group consensus at element level with comments

C

Moderation Details for Calibration - Sample 4

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

Crit 5 = All elements

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

4 C and 4 t

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

cannot find the area of an image from the determinant but they can do the determinant.  
there is sufficient work at C level.

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

more success with the difficult questions standard questions  
and Gauss Jordan question

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

C standard test

## 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 5 , Matrices and linear algebra

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

Josh Moore

Email

joshua.moore@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.

Discussion

## Course Support

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

Request formula sheet which is purely for Specialised rather than combined with the Methods one, there is a lot of information we don't need on the methods one eg probability.

Communicate with teachers when changes and corrections are made to documents on the TASC website...eg formula sheet errors corrections.

Further clarification on the changes to the matrices unit.