

# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	Both (use this if you are submitting a report on behalf of both regions)
AM or PM session?	AM
Which AM Meeting is this report for?	Technologies - Technical Graphics Foundation Level 2
Moderation Leader Name	Kaleb Smith
Moderation Leader Email	kaleb.smith@education.tas.gov.au
Minute Keeper	kaleb smith
Minute Keeper Email	kaleb.smith@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.	Kaleb Smith Claremont College Bill Rostron Launceston Church Grammar School Philip Goss Launceston College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	NA

meeting.

## Moderation Details for Calibration - Sample 1

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

Criterion 2 = Element 1, Element 5

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?

Student produces accurate solutions to simple geometrical problems.

Student uses a range of plane and solid geometry concepts to solve geometric problems.

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

Student needs to show correct use of geometry techniques to create given angles.

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

Members of the group were very close in ratings given with minor adjustments required to achieve consensus. This juncture was reached without difficulty once various interpretations of the solutions were discussed.

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

Question paper needs to be more specific in questions. i.e. using the term 'regular' for polygons and 'using the construction method' for carrying out geometry tasks. Ensure that reduction/enlargement of size or area of polygon is properly defined in the question (qu.11)

Teachers need to ensure students are understanding in the basic functions of plane geometry development for given angles and regular polygons.

Teachers ensure that students show all construction lines and arcs.

## Moderation Details for Calibration - Sample 2

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

Criterion 2 = Element 1, Element 5

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?

Student produces accurate solutions to simple and complex geometrical problems.

Student uses a broad range of plane and solid geometry concepts to solve problems.

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

Student needs to show full outline to complete answer fully qu.4.

Student needs to complete all questions to the standard required, qu.11 incomplete.

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

Members of the group were very close in ratings given with minor adjustments required to achieve consensus. This juncture was reached without difficulty once various interpretations of the solutions were discussed.

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

Question paper needs to be more specific in questions. i.e. using the term 'regular' for polygons and 'using the construction method' for carrying out geometry tasks. Ensure that reduction/enlargement of size or area of polygon is properly defined in the question (qu.11)

Teachers need to ensure students are understanding in the basic functions of plane geometry development for given angles and regular polygons.

Teachers ensure that students show all construction lines and arcs.

## Moderation Details for Calibration - Sample 3

<p>Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 2 = Element 1, Element 5</p>
<p>Sample 3 - What rating (or ratings) has the group assigned this sample?</p>	<p>C-</p>
<p>Sample 3 - What evidence supports the rating (or ratings) the group has given?</p>	<p>Student produces solutions to simple geometrical problems. There may be some inaccuracies in the solutions.</p> <p>Student uses a limited range of plane and solid geometry concepts to solve simple problems.</p>
<p>Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>More application and accuracy of geometry construction techniques and more thorough completion of all questions.</p> <p>Attempt all questions.</p>
<p>Sample 3 - Summary of group consensus at element level with comments</p>	<p>Members of the group were very close in ratings given with minor adjustments required to achieve consensus. This juncture was reached without difficulty once various interpretations of the solutions were discussed.</p>
<p>Sample 3- What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Question paper needs to be more specific in questions. i.e. using the term 'regular' for polygons and 'using the construction method' for carrying out geometry tasks. Ensure that reduction/enlargement of size or area of polygon is properly defined in the question (qu.11)</p> <p>Teachers need to ensure students are understanding in the basic functions of plane geometry development for given angles and regular polygons.</p> <p>Teachers ensure that students show all construction lines and arcs.</p>

Moderation Details for Calibration - Sample 4

<p>Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 2 = Element 1, Element 5</p>
<p>Sample 4 - What rating (or ratings) has the group assigned this sample?</p>	<p>A-</p>
<p>Sample 4 - What evidence supports the rating (or ratings) the group has given?</p>	<p>Student produces accurate solutions to simple and complex geometrical problems.  Student uses a broad range of plane and solid geometry concepts to solve problems.</p>
<p>Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Student did very well on most questions, although did not show full bisection construction on one question.(qu.7)</p>
<p>Sample 4 - Summary of group consensus at element level with comments</p>	<p>Members of the group were very close in ratings given with minor adjustments required to achieve consensus. This juncture was reached without difficulty once various interpretations of the solutions were discussed.</p>
<p>Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Question paper needs to be more specific in questions. i.e. using the term 'regular' for polygons and 'using the construction method' for carrying out geometry tasks. Ensure that reduction/enlargement of size or area of polygon is properly defined in the question (qu.11)</p> <p>Teachers need to ensure students are understanding in the basic functions of plane geometry development for given angles and regular polygons.</p> <p>Teachers ensure that students show all construction lines and arcs.</p>

Planning for March Moderation 2019 - Statewide Samples

Please select all Level 1 or 2

that apply

For Level 1 or 2 courses please nominate the criteria for moderation.

criterion 1

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

Phil Goss

Email

philip.goss@education.tas.gov.au

## Sharing Resources

## Course Support

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

Ensure that this course is available in some form after 2019.