

2020 September Moderation - Report



Meeting Details

The meeting represents the following region:

North

Which meeting is this report for?

Maths - General Mathematics Level 3

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?

Inconsistent and incorrect units. Inconsistent working out. Rounding errors. Had a grasp of basics but too many large blanks. Questions with further application were answered more weakly. Not enough evidence for a B. Not enough systematic solutions, too much scribbling out. Not attempt at non-right angled trig. Mistakes with am/pm. Handwriting makes it hard to follow.

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

3D pythag, bearings, sine and cosine rule. Avoiding so many blanks in the paper. A B level student needs to use the formula correctly.

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

Stress the importance of a logical process.

Be process driven.

Don't scribble out, put line through it.

Break the question down for larger mark allocation question.

Moderation Details for Calibration - Sample 2

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

Criterion 7 = Overall

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

B

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

We can see processing, effective use of a range of formulae, working along the right path.
 Apart from omitting Q7, very confident in most areas. Not quite enough to elevate further.
 Didn't quite master 3D pythag.
 Their skills in the bearing question bodes well.
 Addition of diagrams helped, diligent units.
 Using the formula backwards prevented an A standard.

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

Improve 3D pythag, bearing conversions, 3D bearings.
 Proof-reading/checking solutions.
 Difficult with time questions.

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

Spend extra time revising.
 Be more aware to expect question styles/trends.
 Suggest they make at least an attempt of a question, put something down.

Moderation Details for Calibration - Sample 3

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

Criterion 7 = Overall

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

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sample?

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

Nothing done that is higher than Yr 10 AC.
Way too much missing, lack of attempt.

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

An attempt at each question, select a formula, put something down.
Draw a diagram.
Find the free half mark in each question.
Q3d question actually told you to use Cosine Rule and then it is still blank.

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

Let's look at the paper for the elements that are at a C standard.
Find what they can hit/achieve.
Break down the question into more parts so they can achieve c ratings.
Change the goal posts so they are not overcome by an A standard question.
eg Q9 - A standard with no scaffolding- too much!

Planning for March Moderation 2021 - Statewide Samples

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

4

State the name of the person who will be providing the samples for moderation

Louise Searson

Sharing Resources

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

Wolfram Earth geometry demo

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

clearing 2D /3D pythagoras
clarifying elements with course content