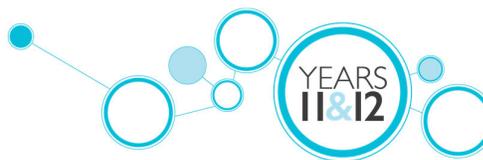


2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

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 2 = Overall
Criterion 7 = Overall

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

Criterion 2: A and Criterion 7: A

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

The materials presented, in so far as we could discern, met the standards required for an A on Criterion 2.
The evidence for Criterion 7 was more limited in scope: on the elements addressed, the work presented was well written, and we make the assumption that the work was written in good faith. We note further that the evidence for Criterion 7 is highly constrained to only a couple of elements, so while we may say, on those elements the evidence supported an A, we do not say that this sample, taken as a whole, is sufficient to indicate an A rating is warranted.
The question of applying a number of elements to determine a rating is problematical, particularly when we consider formative ratings.

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

We would want more information about the circumstances under which the task was conducted and monitored; and we note again the restricted application to the relevant elements.

Sample 1 - What actions would you recommend for teachers to help the

Exposure to assessment on a full range of elements.

student attain a higher rating (or ratings)?

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall
Criterion 7 = Overall

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

Criterion 2: B-/C+; Criterion 7: B

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

There was a tangible difference in quality, but the more interesting discussion drew attention to the element level, wherein it was seen that there was not a great deal of deviation between papers. The discrimination between distinct ratings was not greatly facilitated by the restricted nature of the elements addressed.

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

See notes for Sample 1.

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

See notes for Sample 1.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 8

Sharing Resources

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

QA of samples

The meeting proceeded well and cooperatively. The moderation of the papers did not reveal significant disputes over standards interpretations, although the nature of the sample task did lead to discussions about its capacity to afford sufficient material evidence of an A rating on Criterion 7. In any event, it was generally considered that the task, as we interpreted it, would potentially provide evidence for Criteria 1, 2 and 3, but if it were used to garner information relating to Criterion 7, such information would have low significance in the determination of a year's rating on that criterion.

The question of applying elements within standards to the determination of a rating was discussed. We asked ourselves, when do we know we have enough evidence to warrant recording a rating? Is it sufficient that several elements within a standard are addressed, or must all be addressed, and addressed to what extent? These questions may apply more particularly to formative ratings (recorded during the course of a year), perhaps, than to final ratings.

Course Support

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

Course Redevelopment

There was considerable interest in the status of the "significant course redevelopment of General Mathematics Level 3", as it is described in the Course Development Communique of 1 September, 2019.

The teachers in the meeting would appreciate learning more about:

- The redevelopment timeline (will changes be implemented for 2020 or will they be developed during 2020 for implementation in 2021 or later?)
- The redevelopment process (how will consultation and provision of input be facilitated?)

Arising from discussion of the redevelopment process, there was interest in the underlying policy positions that bear upon content selection. Is there, for example, a continuing desire to align courses with Australian Curriculum Senior Secondary General Mathematics, or is that less pressing now? To what extent is the availability or the production of supporting (textual) material a feature in decisions related to content inclusion? How, indeed, are we to understand "significant course redevelopment"? Does it mean major changes are in the offing (if so, when) or only minor alterations?

QA Meetings in 2020

One suggestion which might bear direct relevance on the course redevelopment conversation was to use the March or September moderation meeting of 2020 for the purpose of course redevelopment consultation.

A further suggestion for the QA component of moderation, arising out of the experience of this meeting in which we found that the provision of two sample

papers was sufficient to engender interesting conversation and interaction, is that we use two samples only for moderation (well selected to elicit interesting dialogue) rather than revert to five.