

2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which meeting is this report for?

Maths - General Mathematics Foundation Level 2

Moderation Details for Calibration - Sample 1

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

Criterion 1 = Overall
Criterion 6 = Overall

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

A (C1) and B- (C6)

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

Criterion 1: Student had addressed both A and B standards for each element, with more in the A column.

Criterion 6: Evidence was split between B-level and C-level, according to the standards.

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

More evidence for each criteria.

Sample 1 - Summary of group consensus with comments to element level if applicable.

Criterion 1: Mostly A's were awarded amongst group members

Criterion 6: Few opportunities on the test for student to address A-level standards.

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

Build future tests around the standards more closely, ensuring that enough levels for each strand are addressed.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall
Criterion 6 = Overall

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

C+ (C1) and B (C6)

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

Criterion 1: Strands were borderline between B and C.
Criteria 6:

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

More evidence at a higher level.

Sample 2 - Summary of group consensus with comments to element level if applicable.

Criterion 1: Group decision was split between B and C. After discussion, a C+ was determined as the most appropriate grade.
Criterion 6:

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall
Criterion 6 = Overall

critterion

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

C (C1) and C- (C6)

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

Criterion 1: There was a lack of evidence for B-level standards, yet plenty at C-level.
 Criterion 6: Evidence

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

More evidence at a higher level.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Criterion 1: Similar case as that for Sample 2.
 Criterion 6: There's a lack of evidence given by the student (many questions unanswered). If by going off marks, the student would have been awarded a 't'. If assessing according to the standards, there is just enough to award the student a 'C-':

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

Shorter, but more frequent, tests may be more appropriate for some students; sitting a full 70 minute test is likely too much for students that are just looking to obtain their maths tick.

Moderation Details for Calibration - Sample 4

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

Criterion 1 = Overall
 Criterion 6 = Overall

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

C (C1) and C- (C6)

Sample 4 - What evidence supports the rating (or ratings)

Criterion 1: Mostly C-level standards were achieved.

the group has given?

Criterion 6: The marks gave the assessment a C; not the elements.

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

More evidence.

Sample 4 - Summary of group consensus with comments to element level if applicable.

Criterion 1: The decision was unanimous.

Criterion 6: Borderline between C- and t, but mostly C-.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Similar response to that for Sample 3. Only include topics that are assessable under the General Maths 2 curriculum standards.

Planning for March Moderation 2020 - Statewide Samples

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

Criteria 3 and 5

Sharing Resources

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

For textbooks, shop at the university bookshop (Co-op Bookshop).

Course Support

Please provide details of any future focus and ways forward you would like Curriculum

Some topics covered in General Maths 2 are possibly too advanced for a level 2 student.

Services to consider in relation to this course: