

2019 March Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which PM Meeting is this report for?

Maths - Mathematics Methods Level 4

Moderation Leader Name

Lois Boyd

Moderation Leader Email

lois.boyd@education.tas.gov.au

Minute Keeper

Lois Boyd

Minute Keeper Email

lois.boyd@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.

Lois Boyd Elizabeth College
Kathy Bunton Friends' School
Josh Clarke Hobart College
Rod Collins Hobart College
John Covington Guilford Young College
Chris Evenhuis Calvin Christian School
Susan Hindley Rose Bay High School
Cameron Hudson The Hutchins School
adam Lovell Claremont College
Jane Morrison Friends' School
Charlie Prevost Rosny College
Bruce Stack Rosny College
Jon Williams The Hutchins School
Lance Coad St Michaels Collegiate School

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Nil

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?

t

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

There was general consensus that the candidate did not meet the requirements expected of a C standard student, and hence the script standard was t.

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

The question was asked as to whether there were any C-standard questions that would have allowed the candidate to demonstrate his/her understanding.

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

Care should be taken so that C-standard students have the chance to demonstrate their attainment to "C" standard.

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?

t

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

Once again there was general consensus that the candidate did not reach the required level of understanding to be award a "C".

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

Once again, it was stated that care should be taken so that "C" standard students have the chance to demonstrate their achievement to a "C" standard. Candidates who are experiencing difficulty in completing any question in a test/exam should answer the beginning part/parts of the question to be answered to enable them to meet the requirements of "C" standard elements, at least. This requires familiarity with the standards document and the method by which the standards build from C to A.

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

Care needs to be taken to ensure that there are sufficient opportunities for a candidate to demonstrate attainment at a "C" standard.

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 sample?

B

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

Candidate met the standards as listed in the syllabus document.

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

Group consensus was that the response was of a B standard.

Moderation Details for Calibration - Sample 4

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

Criterion 7 = Overall

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

B

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

The discussion regarding the standard achieved by this candidate led to meaningful discussion regarding how much working was required to answer questions, especially on the Calculus section.

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

It was suggested that assessors would be looking for the overall standard reached by a student. One answered question does not an assessment grant. Candidates who are experiencing difficulty in completing any question in a test/exam should answer the beginning part/parts of the question to be answered to enable them to meet the requirements of "C" standard elements, at least. This requires familiarity with the standards document and the method by which the standards build from C to A.

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

Standard B was deemed to be the relevant standard reached by this candidate.

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

Insufficient time to respond to the actions questions.

Planning for September Moderation 2019 - Statewide Samples

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

Further consultation with the Northern sector required before decision is made. (Josh Moore to check with the Northern sector regarding their wishes.)

moderation.

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

TBA

Email address of the person providing the samples for September moderation

TBA

Sharing Resources

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

There was insufficient time to deal with this item. However, discussion ensued regarding the setting of "C" standard questions that address the standards. Namely, there should be no ambiguity in the question statement; students should be informed as to whether the answer should be exact or approximate; students should be made aware of the subtle difference between the requirements of exact and approximate solutions.

Course Support

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

1. For the second meeting in succession, it was requested that TASC be asked to issue formulae sheets for pre-tertiary Maths courses prior to the beginning of each school year, at least. This would allow students to become fully aware of the limitations, or otherwise, of the said formulae sheet. 2. Likewise, any changes to "Instructions to Candidates" be notified to schools (and hence students) as soon as they are ratified. Action: Lois Boyd to request that these matters be addressed through EC's workplace TLO. 3. It was requested that an equivalent to Drop Box (as previously provided by Gary Anderson) be made available to share resources freely between teachers teaching a common course.