2019 September Moderation - Report

Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which meeting is this report for?	Maths - Mathematics Methods Level 4

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 6 = Element 4 Criterion 7 = Element 1, Element 2, Element 3

Sample 1 - What evidence supports the rating (or ratings) the group has given?	Q1 a) and b) was integration of a polynomial = C level , others thought it was B because it did not involve an integral power. c) was A level. as it involved integration by recognition. The standards need adjusting to reflect what is more accurately a C eg fractional indices, Some people felt that 1a) and 1b) were actually B standard. Q2 was B standard as it required expansion before it could be integrated. Q3 was C standard. It would be helpful to have an appendix to the syllabus document that gave clarification about what are examples of A, B and C level questions. Q4a) was C standard as the graph did not cut the x-axis within the range of integration. Q4b) was A level as it required finding the area for a more complex function. Q5a) was B standard for differentiation and %b) A standard as it involved integration by recognition. Q6a) i was C level and ii was C level. b) B level. as it involved points of intersection. Q7 is B level as it involved application of a rule. Q8 C level as it involves the area between two polynomials. This is a great investigation problem as deeper thinking reveals greater complexity in the question.

Q9 A level as it involves the integral of a complex curve.

This test was allocated at a mark per minute. Some questions could be allocated more time and therefore more marks.

Teachers requested a list of questions as A level, B level and C level for each criterion. The standards document as it stands has insufficient clarity.

The formula sheet is expected to be the same as last year. Any changes now would be too late for our students who are used to the 2018 formula sheet.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More correct answers. The test was very difficult.
Sample 1 - Summary of group consensus with comments to element level if applicable.	The student was awarded a B- rating by consensus.

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, Element 1, Element 2
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?	There was no evidence to show that the student could meet the C standard on sufficient questions.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	The student needs more C standard questions.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Provide a test that had more C standard questions. This test was not accessible to the student.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 6 = Element 3 Criterion 7 = Overall, Element 1, Element 2
Sample 3 - What rating (or ratings) has the group assigned this sample?	C-
Sample 3 - What evidence supports the rating (or ratings) the group has given?	The student did show some C-level responses
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More responses to C level questions
Sample 3 - Summary of group consensus with comments to element level if applicable.	C- It was not quite a C standard but the student had little opportunity to display C level standard.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Write an easier test with more C level questions.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 6 = Element 3 Criterion 7 = Overall, Element 1, Element 2
Sample 4 - What rating (or ratings) has the group assigned this sample?	Borderline C+/B-
Sample 4 - What evidence supports the rating (or ratings) the group has given?	Question 5 was correctly answered which was an A level standard.
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Greater consistency on harder questions. eg. Integration by recognition and integration of more complex functions.

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	2 Exams scripts for Criterion 4 Function study Part 1 and 2 and teachers will bring anonymous blank test with solutions sent to Lois

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	We will mark two borderline examination scripts and each teacher will bring a sample test with solutions that will be emailed to Lois Boyd. This will allow us to collate questions at various standards .

Course Support

Please provide details of any future focus and ways forward you would like Curriculum	There was a universal expression of needing greater calcification on the standards document with examples of questions that illustrate each element of each standard.

Services to consider in
relation to this course: