

# 2020 September Moderation - Report



## Meeting Details

The meeting represents the following region:

South

Which meeting is this report for?

Maths - Mathematics Methods Foundation 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 5 = Overall

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

B-

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

The student confidently handled routine problems in this criterion, however, demonstrated some misunderstanding in less routine questions, such as the interpretation of graphical representations of quadratic and linear functions.

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

Greater evidence of knowledge and understanding of quadratic functions.

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

The student confidently handled routine problems in this criterion, however, demonstrated some misunderstanding in less routine questions, such as the interpretation of graphical representations of quadratic and linear functions.

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

Continued exposure to problems involving the interpreting of the features of linear, quadratic and cubic graphs.

## Moderation Details for Calibration - Sample 2

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

Criterion 5 = 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?

Student showed clear understanding of linear, quadratic and cubic functions, however, demonstrating significant misunderstanding on a more complex question.

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

Demonstration of greater confidence in obtaining a function's equation from its graph.

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

Student showed clear understanding of linear, quadratic and cubic functions, however, demonstrating significant misunderstanding on a more complex question.

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

More opportunities to consolidate understanding and skills in interpreting a function's graph.

## Planning for March Moderation 2021 - Statewide Samples

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

Criterion 1 and Criterion 4 (all elements of both)

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

Josh Moore

for moderation

Sharing Resources

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

None

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:

Teachers expressed some confusion surrounding the Years 9-12 Project, especially given the recent reactivation of this process, information has not yet filtered down to teachers through their school leadership.