

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

HASS - Accounting 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 4 = Overall

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

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

Overall, the candidate did not meet the C standard. Question 9 was only partially completed and Question 10 was not attempted.

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

Complete responses would enable the candidate to potentially meet the standards. Particularly, Elements 4 and 6 were not addressed. Candidates should meet most elements to a C standard to meet the requirement as it was an overall Criterion assessment, not assessment against particular elements.

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

See above.

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

Help the students practise time management in assessments.
Encourage students to attempt all parts of the question.

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall

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

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

The candidate met the A standard for this criterion.

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

Comparative financial statements must be referred to in the response to meet the A standard on Element 2.

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

When teaching, scaffold the process for students, eg on how to link to data/statements.

Guide students on how to address an analysis question to meet the standards eg, for an 8 mark question on three profitability ratios, a general marks allocation could be:

1 mark for stating figures and trend (improving or deteriorating)

1 mark for comparison to industry average for each ratio

2 marks for referring to comparative financial statements and raw data

For example, if sales figures are declining (leading to lower profitability) and yet selling expenses are rising, the business would question why.

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall

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

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

Incomplete responses, not fully answering the questions.

Lack of data in responses.

Some incorrect responses.

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

Complete responses, fuller answers to questions.

Data in responses.

Correct responses.

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

See above.

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

Encourage students to understand the terminology, eg, what each ratio measures.

Planning for September Moderation 2020 - Statewide Samples

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

Criterion 5, element 1 and 2

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

Bernd Meyer, Launceston Church Grammar School

Sharing Resources

Please record any links to or details of resources that were

Unit 5 assessment strategies and resources were discussed.

Marking schemes and guidelines were discussed, particularly for Criterion 2 and 4.

shared, or describe any assessment strategies that were discussed.

BEAT AGM on Thursday 12 March at 4.30 at Hotel SOHO. All welcome.

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:

1. Accounting is proposed as part of the 'Professional Studies' focus area: we believe the course doesn't fit with the 'What kinds of learning might students experience?' as outlined on the Professional Studies' infosheet. Our concerns are:
 - If Accounting stays in the 'Professional Studies' Focus Area, we question how students who have little to no background in Accounting concepts from previous studies would be able to work in a 'student directed manner'
 - students already are challenged by the concepts that teachers take great time and effort to 'break down' for them throughout the course of a year; Accounting is not a subject that would lend itself to a 'small project teams' approach under its current structure.
 - Given the constraints in an already-full course (which currently assumes students have no prior knowledge of the subject area), we question how 'mentors' would fit in, and their capacity for journeying with the students (and teacher) throughout the course. [That said, we acknowledge that it would be a very worthwhile concept which would be invaluable for our students and believe it could work if students continued on and did another year of Accounting (as is the case in other educational jurisdictions, eg: in NZ students can do 3 years - with a different syllabus for Years 10,11 and 12)]
 - Additionally, leaving Accounting in the 'Professional Studies' Focus Area presumes students studying Accounting are only interested in the subject because they want to become an 'Accountant'; there are many more reasons why Accounting is useful as a discipline, not just a 'profession'. To add weight to this argument, Psychology is discipline-based, and we don't presume people studying this subject necessarily all want to become professional psychologists.

We believe that the current VET Certificate in Business course provides students with the learnings outlined in the Professional Studies Focus Area "within a simulated learning environment that replicates actual work practices. They work on a major project, product, service or environment and present this in a professional context. Learning in this Focus Area is intrinsically student-directed, with learners acting either as individuals or in small project teams."
2. we believe that Accounting better fits as a discipline-based subject, and refer to the Infosheet information on discipline-based subjects as our rationale.
3. What are the implications for courses, students and teachers down the track if a subject is put into one of the 5 Curriculum Areas? (eg: If Accounting is in Professional Studies, will it be required to be delivered in a different way than if it was in Discipline-based Study?)
4. Will students need to be choosing subjects from a range of Curriculum Focus

Areas during their Years 9-12 studies?

5. Will there be restrictions or requirements on how many subjects need to be chosen from the 5 Curriculum Focus Areas during their Yr 9-12 studies?