

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

HASS - Business Studies 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 2 = Element 1, Element 2, Element 3, Element 4

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

The criterion was confusing for SWOT as it was not clear. It was strand 2 that was marked. The focus must be on SWOT layout and design. We are analysing the trends.

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

Confusion on the documentation with no markers reports present. The clarity for Internal and External factors.

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

Most agreed that 6 out of 10 with the answer being too general in response and that a more needed to be placed on External not just internal.

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

Focus on SWOT how the influences are not generic that students needed to be more specific. When asked to present ratios that the student must read the question not just assume that the decimal points be present. The student needed to read and understand what they are commenting on.

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Element 2

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?

Limited response to calculations. SWOT's seem to be a point to a lack of knowledge on Who, What, Where, When & Why.

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

Confusion to decimal points However sample 2A had strength with greater detail. Formula present

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

That the student struggled to understand the Cash Budget analysis

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

That Decimal places be a focus in readiness for the exam. Cash Flow needed to be stronger across knowledge, students need to understand what is needed to obtain the mark. Students were able to give evidence. The trend for 2,3 and 4 was 7 out of 10

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Element 4

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?

The evidence presented was strong with the explanation of the trend. Explaining that the comments were relevant to be consistent with data.

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

Stronger comments and evidence for liabilities in the response Trend was 8/10 with little error. The breakeven was confidently done with minimal error. Rounding up was crucial in this case.

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

B explained the overall commentary given was more recommendation rather than specific data for C2 explain but don't recommend use evaluation of evidence. How and why! rather than solve.

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

A good discussion was given to the paper. Clarity was given to differentiation of cash budget types long and short term strategies. Analysis of business strategies and IMPACT and movement into environmental issues.

Planning for September Moderation 2020 - Statewide Samples

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

C 3 and C4

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

Joy Russell

Sharing Resources

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

ALL teachers expressed a definite involvement for re-write of the course with a focus on environmental with future direction on objectively reducing the content of the course as teachers have 4 terms of workload to teach in 3 terms. This limits any practical exposure to tasks as the course is purely theory-driven.

that were discussed.

Course Support

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

Big Ideas. Using Government departments to build greater knowledge. Good ideas revealed more exposure to co-teaching, virtual knowledge of ATO and Reserve Bank.