

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

HASS - Business Studies Level 3

How many samples have been moderated?

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 = Overall, Element 1, Element 2, Element 3, Element 4

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

element 1: t, element 2: t, element 3: t, element 4: t

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

Criterion 2

Element 1: not at standard

Element 2: not at standard

Element 3: not at standard

Element 4: not at standard

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

Element 1: needed to show workings out as well as the answer, show correct rounding to 2 decimal places

Element 2: needed to show understanding of trends, needed to refer to the figures/data provided, needed to describe a trend, pattern or relationship in business data

Element 3: needed to accurately calculate the B-E point, complete the calculation and indicate the answer clearly

Element 4: needed to assess consequences for business performance of the strategy

outlined

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

All agreed the Sample was a 't' rating - see comments above.

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

Give more in-class practice opportunities and explicit practice of ratios, with guidance.

Tell students HOW marks are allocated to their answers and outline where the marks are missing and HOW they can be lifted.

Give students samples so they can see a piece of 'A' and 'B' and 'C' standard work.

Moderation Details for Calibration - Sample 2

Sample2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall, Element 1, Element 2, Element 3, Element 4

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

Element 1: A, Element 2: B, Element 3: A-, Element 4: C

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

Criterion 2

Element 1: A: this is a solid answer which is at A standard

Element 2: B: there are some bits missing, but a solid answer

Element 3: A-: solid answer, just not quite at the solid 'evaluates' standard

Element 4: C: assesses the CB, but doesn't analyse or evaluate it.

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

Criterion 2

Element 1: A - all good.

Element 2: B - need to 'explain' rather than 'describe' - give more detail and link to data provided.

Element 3: A- : need to calculate to per person (not per tour) and need to explain how the B-E helps in the planning process in detail for 3 marks - if it's worth 3 marks, say 3 different things.

Element 4: C: don't talk about expenses in a Cash Budget discussion. Link your

answer to the data provided and specifically mention it.

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

Consensus was found - see above

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

Model answers clearly to students.

Provide samples that are at an 'A' rating and also at 'B' and 'C' so students can see the differences between them.

Tighten up language that we model to students.

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall, Element 1, Element 2, Element 3, Element 4

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

Element 1: A, Element 2: A, Element 3: A, Element 4: C

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

Criterion 2

Element 1: A: this is a solid answer which is at A standard

Element 2: A: this is a solid answer which is at A standard

Element 3: A: this is a solid answer which is at A standard

Element 4: C: assesses the CB, but doesn't analyse or evaluate it.

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

Criterion 2

For Element 4: in order to give higher than a C rating, the terminology needs to be correct.

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

Consensus was found - as above.

applicable.

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

Construct samples with required level of correct terminology and model in the classroom

Know Cash Budget strategies and teach language that is attributed to the different financial statements (ie: do not talk about the terms 'revenues' and 'expenses' in the Cash Budget, but use 'expected cash receipts and payments'!)

Planning for September Moderation 2020 - Statewide Samples

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

Our moderation for September is: Level 3: Criterion 3.

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

Samples will be provided by Joy Russell

Sharing Resources

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

BEAT AGM coming up on March 12 at 4.30pm at Hotel SOHO - all very welcome.

Biennial conference of Business Educators Australasia on Thursday 1st and Friday 2nd October, 2020

Adelaide, South Australia. Register online.

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:

In relation to the Draft Roadmap:

It was felt in the meeting that Business Studies 2 and Business Studies 3 better fit in the Discipline-based Focus Area rather than the Professional Studies Focus Area because:

- The content is not workplace-based. VET courses currently meet the workplace-based focus.
- Business Studies is a discipline at University.