

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Accounting Level 3

Moderation Details for Calibration - Sample 1

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

C1: C C6: C

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

Criterion 1

Reiterated the question rather than answer the question. Only gave part answers instead of full answers.

Q5 was good because they gave a multimodal answer.

Lack of depth. Identifications rather than descriptions and explanations.

Criterion 6

Student used some terminology.

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

Criterion 5: More details such as the 12 month element of current/non-current assets.

Criterion 6: Students should use full explanations i.e. Cost of Goods Sold (COGS) After defining a term a student could write COGS afterwards but they should show that they know what the terms mean.

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

There was some discussion as to what abbreviations that we should accept.

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

Instruct the student to write out terminology in full with the abbreviation in brackets to start with and then use the abbreviation after that.

Highlight what the actual questions is asking the student to do and make sure that their answer fits the question.

Moderation Details for Calibration - Sample 2

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

C1: C+ C6: B

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

C1: Reiterated the question rather than answer the question. Only gave part answers instead of full answers. Still a lack depth. Identifications rather than descriptions and explanations. Better than the first sample.

C6: Student used more terminology than the first student.

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

The student needs to address the question that has been asked.

Moderation Details for Calibration - Sample 3

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

C1: t C6: C-

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

C1: Very little evidence of knowledge of accounting theory.

C6: The candidates handwriting was difficult to read. Maybe due to using a pencil.

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

C1: Have a deeper understanding of accounting theory and address the question that is being asked. Ensure that the student identifies the accounting assumption by name.

C6: Use more accounting jargon and terminology. Be specific with definitions.

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

Would this student have a 'sticker' in an exam situation?

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

Use quizlets to help students revise their accounting theory. Provide more smaller assessments to give students formative feedback on their theory knowledge.

Scaffold good examples of use of terminology on the board.

Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and

Criterion 2 (standard element 4)

elements (if desired) for moderation.

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

Neesha-Marie Hartog

Sharing Resources

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

Jeremy will share a property investment evaluation spreadsheet. Jeremy has lots of bank recs and cash budget questions that he is prepared to share.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

We will discuss this in further detail in our March meeting given that the course rewrite has been delayed.