

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

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

Criteria 2, Element 3

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

C

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

- (i) Selling -VC have shown some understanding but no definition
- (ii) units, dollar sign, calculations
- (iii) incorrect. \$20500 fixed cost value not BE.
- (iv) Didn't calculate sales dollars

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

Definition of contribution margin. Need the student to show that they understand what the contribution margin is through the definition.
Correct calculations in (iii).

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

Perhaps 2 marks for explanation too many compared with calculation in (i).

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

Reinforce the importance of reading the full question. Highlight key terms.

Moderation Details for Calibration - Sample 2

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

Criteria 2, Element 3

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

B+

Just a difference of a mark or 2 that changes the rating between a B+, A and A-.

Perhaps 2 marks for explanation too many compared with calculation in (i).

Part (ii) missing sales dollars.

Didn't round up in (iv).

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

A standard but the omission of the explanation of contribution margin meant that it would be lower.

Just a difference of a mark or 2 that changes the rating between a B+, A and A-.

For an A standard, according to the rubric, students need to analyse and evaluate which none of these samples show. The question didn't allow for this.

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

Definition, round up numbers, sales figure in (ii).

Need the student to show that they understand what the contribution margin is through the definition.

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

Definition was weighted too highly.

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

Reinforce the importance of reading the full question. Highlight key terms. Rounding up numbers.

Moderation Details for Calibration - Sample 3

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

Criteria 2, Element 3

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?	<ul style="list-style-type: none"> (i) Lack of definition (ii) Strange calculations in (ii) but gave the correct answer. Didn't refer to units. (iii) round up needed. More attention to calculations. (iv) perfect answer
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	<p>Definition, round up numbers, sales figure and unit figure in (ii)</p> <p>Need the student to show that they understand what the contribution margin is through the definition.</p>
Sample 3 - Summary of group consensus with comments to element level if applicable.	
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	<p>Reinforce the importance of reading the full question. Highlight key terms. Rounding up numbers. Converting to units and dollars. The question needs to allow for evaluation.</p>

Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criterion 3
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 that were discussed.	
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Course Support

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

Additional Comments from the meeting:

- Questioning how the task should be marked in relation to assessment rubric. There is an evaluation requirement the rubric in order for students to obtain and A or B but students have not been asked to do this in this task – which doesn't allow the student to achieve the highest rating. For the purposes of this task, the absence of the evaluation component is the explain component.
- Dan and Karen – external marking coordinators – encouraging people to apply to be markers. Great PL and to be able to discuss marking with students. Don't need to commit to the whole week. Half load (10hours) or full load (20 hours). Can mark in small teams. Coordinators try to match you with your strength.