

# 2021 March Moderation - Report



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

Criterion 5 = Overall

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?

Group 1 - Some evidence of using some of the correct terminology/words.

Communication is clear but not a lot of substance. Feel down in Q4. Q3 was easier to give a stronger C to. Q4 lacked depth/explanation.

Group 2 - Similar things to Group 1. Not a lot of detail. Student would have lost marks on C1 but on C5 there was evidence of identifying terms. Can communicate. Borderline C.

Group 3 - Generous looking for terminology. What was said wasn't perfect. C-

Group 4 - Sample 2 needed to be re-read. Structure was harder to read.

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

Greater detail, the use of more terms, greater accuracy and explanation. Greater depth.

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

Ideas discussed are relevant to each sample:

Underline key words

Headings

Encourage students to be clear and concise in their answers

Use dot points or an infographic

Look at structure

Communication is about structure.

If you have poor handwriting, leave gaps between your sentences of paragraphs to make points clear.

If a question asks for definition, teach students what these mean. eg describe, analyse, outline - what do each of these mean.

Being specific about a good definition.

Element 1 - what is the required structure in a business studies answer.

Thoughts on what the required structure of written answers are - bullet points are good when listing, rich terminology, not necessarily spelling, sub headings, underline key words, rich terminology, provide examples which demonstrates understanding, make sure students respond to requirements of the task, get straight to the heart of the answer, diagrams drawn neatly and labelled are good, ensure writing is legible, write in pen (don't use erasable pen), use of etc doesn't demonstrate understanding.

Jodie talks through a shared structure: see Jodie's Word document. Linking Criteria 1 and 5. Jodie happy to share with all moderators.

\*\*\* more space could have been given for students to answer in the exam booklet.

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall

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

B

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

More detail provided.

More terms used.

Not everything accurate but on the right track.

Student did have information in detail although it was difficult to read, required re-reading.

Didn't flow.

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

See Sample 1

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

See Sample 1

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Overall

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

A

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

Details  
 Well written  
 Best structure  
 Accurate answers  
 Communicated coherently  
 Don't need paragraphs, can you graphs and dot points.

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

See previous samples

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

See Sample 1

## Planning for September Moderation 2021 - Statewide Samples

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

Criteria 2 - Element 3 - Breakeven question

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

Karen Leary

## Sharing Resources

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

Joy - for teaching external factors took students out to interview certain businesses to see what external factors influenced their business.

Find a business owner and discuss legal structure and how this had changed during the operation of the business. This established a relationship that could be utilised for other parts of the course.

Case studies using the PESTLE analysis.

Group work allowing one laptop so that all students discuss what they are doing. Great to generate discussion.

\*\*\* Exam specs up now have reverted back to previous exams

## 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:

Sorry, but we did not discuss this.