

2021 March Moderation - Report



Which meeting is this report for?

Economics 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 = Overall

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

C-/t+

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

question 7 the demand and supply curves were drawn in the wrong direction 3 times, however the written answers made some sense

question 8 student has not answered the question

question 9

question 10

question 11 very poor answer

question 12

TASC guidelines take the 4 strongest answers as long as this provides at least one answer for each section.

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

Better knowledge of the content.

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

Due to the conditions of 2020 happy to award a C-

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

Make sure you read the instructions re the number of questions to be answered.

Watch out for Real GDP versus a % in question 9.

Moderation Details for Calibration - Sample 2

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

Criterion 2 = 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?

question 7
 question 8
 question 9 not so strong
 question 10
 question 11
 this student is better than sample 3

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

Question 9 needed to be improved
 Better knowledge of formulae
 Improved terminology

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

20.5 marks would be required for an A, the student did not get to this standard.

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

Students need to pay more attention to Real GDP versus %
 Students need to be told that what they are writing needs to be evidence based/justified
 The questions need to be read very carefully if the student wishes to gain full marks.

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

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?

question 7 answered well

question 9 needed more detail - but the question was unclear - this showed better understanding than other students

question 10 strong answer

question 11 weak answer but marked more easily due to the fact that this question was unusual

around 18/24

B to B+

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

Improved diagrams in question 7

Better wording for question 9

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

Diagrams need to be annotated

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 1 and Criterion 5 (with marking notes provided)

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

Lyn Tunbridge samples under test conditions

Sharing Resources

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

Time was not available for such discussions.

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:

Clearer guidance re unconventional Monetary Policy, this should not be included in the External Exam because this content is usually a second year topic at University.

Continued focus on skills based criteria, this is better suited to the nature of Economics.

The three modules are best done in equal lengths in order to suit the school terms.

More notice for teachers re input on new courses.