

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 13, 2018 11:54 am

Meeting Details

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| Meeting Venue: | North |
| AM or PM session? | AM |
| Which Learning Area is this Report for? | Humanities and Social Sciences (HASS) |
| Which AM Meeting is this report for? | HASS - Economics Level 3 |
| Moderation Leader Name | Alana Jaffray |
| Moderation Leader Email | ajaffray@mrc.tas.edu.au |
| Minute Keeper (if available) | Joy Russell |
| Minute Keeper Email | joy.russell@soc.tas.edu.au |

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

Joy Russell
Wendy Kurth
Karen Marshall
Kevin Stocks
peter welch
Adrian Lewis
Alana Jaffray

anyone who was extra on the day

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

Wendy Kurth

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

na

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3

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

na

What evidence supports the rating (or ratings) the group has given

na

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

na

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

na

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C3

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

na

What evidence supports the rating(s) the group has given

na

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

na

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

na

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C3

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

B

What evidence supports the rating(s) the group has given

This is a challenging assessment piece, if this was a test environment, the result would be a "c". given that this was a exam setting "B" is more appropriate.

We liked the solutions started with definitions. Identify necessities, provide examples and link this to purchasing power and standard of living.

Evidence for a "B" Show signs of describing and analysing.

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

A greater attempt to explain ideas,
discussion of CPI as an average measure, but there can still be extremes of results that affect people too.

Go beyond necessities and luxuries.

Define Necessities and luxuries and tease out the impact of these on different people and link this to income inequality and standard of living of different parts of society.

Include different sectors of the economy, more than just government, include Business and house holds and perhaps foreign sector.

See annotated comments provided by Peter Welsh.

What actions would you

Model answers are difficult to create.

recommend for teachers to help the student attain a higher rating (or ratings)?

Teachers should encourage students to have broad economic discussions from the beginning of the year. A general understanding of current affairs is essential.

Need to apply the theory students learn through the year - rather than just use the question as stimulus. However, it is essential that students use data from the reports.

When deciding between 2 questions, students should read the questions to decide, rather than the stimulus. Chose questions where students can use the theory.

Summary of any further samples moderated

Further samples - Criteria assessed against

C4

What ratings have the group assigned this/these Sample(s)?

Sample 3 Cr 4. Consensus at B

What evidence supports the ratings the group has given

There was some variation in the results a-f, but there was sufficient evidence to rate it a "b" overall.

What evidence would you need to see in order to assign a higher rating (or

More analysis of the economic solutions. e.g. Could have written more on the problems caused by inflation.

It is acceptable to provide an introductory sentence and

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| ratings)? | then have a series of bullet points to highlight their different factors. |
| What actions would you recommend for teachers to help the student attain a higher rating (or ratings)? | <p>Students don't understand what evaluate or critically analyse mean. Students tend to describe rather than provide pros and cons.</p> <p>Provide diagrams in Criterion 3 and 4 to show understanding.</p> <p>Teachers need the solutions of the exams, model answers should be provided by the exam writer and critics.</p> |

Planning for September Moderation 2018

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|---|--|
| Are you planning on: | Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing |
| Please list the criteria to be moderated: | Cr 1 |
| Briefly describe the type of task you plan to look at: | <p>TBA</p> <p>teachers requested to have less quantity to read. This will also save photocopying.</p> |
| Please state the name of the person supplying the samples for the September moderation | Kevin Stocks |
| Email | kevin.stocks@education.tas.edu.au |

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

Model answers for the exams are essential.

Canvas provides good teacher guided resources. 1112courses.cs is the username and password for any and all TCE course.

Strong focus on social justice and environment Diversity is out of the syllabus.

Consider social and private costs and benefits.

Commonwealth instruction booklet on cost benefit analysis.

Course Support

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

Clarity on Section B, the combination of data and explanation is required. In the past these questions were more data based, now they have more explanation .

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Sample 3

Any comments:

Teachers noted that the amount of material to moderate was excessive