

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

Submission Time: March 13, 2018 11:31 am

Meeting Details

Meeting Venue:

South

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

David Tongs

Moderation Leader Email

david.tongs@education.tas.gov.au

Minute Keeper (if available)

David Tongs

Minute Keeper Email

david.tongs@education.tas.gov.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

Chris Hoare
Jim Orpe
Garry Way
David Tongs
Matt Dalziel
Louise Nicholas

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:

Nil

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

Nil

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C3
C4

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

Criterion 3 = A / Crit 4 = A-

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

Cr 3 = Consistently good standard. Met all required standards.

Communication was good.

Cr 4 - the student dealt well with a difficult question and produced some strong answers.

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

Cr 3 = (f)A weakness was that the discussion of environmental matters was missing.

rating (or ratings)?	Cr 4 = improve coverage of the issue of limitations of policy (d) The student addressed some peripheral issues.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Cr 3 = As above. Cr 4 = improve specificity of answers, but the questions may not have helped. Part (d) was the weakest section.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against	C3 C4
What rating (or ratings) has the group assigned this Sample?	Cr 3= C Cr 4 = C-
What evidence supports the rating(s) the group has given	Cr 3 - Parts (abcd) represent a C standard. Cr 4 - Student's earlier responses were stronger than later sections. Student was attempting to demonstrate understandings relevant to the questions asked.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Cr 3: part (e) was poor and didn't really address the question. Part (f) was weak and did not address the question, lacking specifics - no analysis of social justice. Cr 4 - Later efforts lacked focus. Underemployment not clearly understood.
What actions would you recommend for teachers to help	Cr 3 - Address the task set in the question more specifically. Cr - 4 Clearly a border line case (t+/C-) where teacher's

the student attain a higher rating (or ratings)?

judgements will matter!

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C3
C4

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

Cr 3= B Cr 4 = B- 9just)

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

Crit 3 Student has addressed Qs asked, has organised their response. Some parts were stronger than others.

Crit 4 - Student consistently provided 2 paragraphs of appropriate coverage as required.

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

Crit 3 - Parts (e)(f) student struggled to link inflation and environmental concerns.

Part (c) could have addressed these markets more clearly.

Crit 4 - Part (f) needed to be better directed, lacked analysis. A domestic perspective was provided rather than addressing \$A links involved.

Part (e) offered some contradictory elements within the response.

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

Crit 3: Students find it difficult to critically address implications.

Crit 4: - Part (c) showed lack of awareness of indicators.

Summary of any further samples moderated

Further samples - Criteria assessed against	C3 C4
What ratings have the group assigned this/these Sample(s)?	Cr 3 = C Cr 4 = C/C-
What evidence supports the ratings the group has given	Crit 3: Student produced inconsistent responses - Crit 4 - The student displayed some understanding of the material.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Crit 3: - Fiscal Policy awareness not demonstrated. Student should have used information from the stimulus as expected. Crit 4 - Economic indicators were not understood, and more awareness of monetary policy was expected. Part F partially answered but wider coverage was needed.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Increase awareness of social justice issues needed addressing, and analysis of issues to be more focussed. Cr 4 - We regard this as C- but evidence of a higher attainment was not identified.

Planning for September Moderation 2018

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
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Please list the criteria to be moderated:

Criterion 1

Briefly describe the type of task you plan to look at:

Please use 2017 Exam Section A questions using border-line responses where possible.

Q5 2017 exam

Q7 2017 exam

Q8 2017 exam

- 4 samples per question, border-line where possible

Please state the name of the person supplying the samples for the September moderation

Adam Grover

Email

adam.grover@education.tas.gov.au

Sharing Resources

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

Current affairs are providing ample encouragement and material this year.

An Introduction to Micro-Economics from the Marginal Revolution University on YouTube.

This has been upgraded and relaunched.

Matt foreshadowed a comparative advantage example.

Course Support

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

No

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?

Other: Not these samples

Any comments:

No