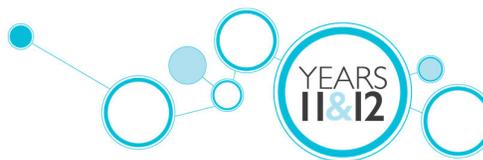


2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

HASS - Business Studies Level 3

Moderation Details for Calibration - Sample 1

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

Everyone agreed that it was a clear T

Moderation Details for Calibration - Sample 2

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

B+ (12 out 16)

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

Q9 - carbon emissions for the watch. The student had thought of an answer that was 'on the right track'. Within a test context felt it was sufficient to demonstrate understanding. This was a positive implication, can also suggest a negative implication.

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

Use of recycling, reusing campaigns are good ideas for teachers to pass to students as prompts for answering questions in exam conditions.

Ethical implications - student needs to elaborate on how this is a negative implication. Teacher help - unless you do a range of other things (eat well etc.) the watch alone will not be sufficient to be healthy. Try to not make misleading statements in the marketing of a product. Stereotypical images and gender to demonstrate understanding would have improved this answer. Give recognition to what they write even if it is not quite answering the questions.

Moderation Details for Calibration - Sample 3

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

C

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

Better at the beginning questions. Then seemed to run out of steam.

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

Try to focus on more elements within the 4 P's - product differentiation, don't always just use the retail store.

Moderation Details for Calibration - Sample 4

Sample 4 - What rating (or ratings) has the group assigned this sample?

B

Sample 4 - What evidence supports the rating (or ratings) the group has given?

For Q1 - Distributed mentioned but the 'how' was missing for those that gave it only 1 out of 2.

For Q2 - ranged between 1 and 2 marks. Needed to add more - exclusive distribution channel to customers instead of just deliver.

Q10 - Needed to elaborate on the 'why' and 'how', could have talked about the scenario a bit.

Struggled to discuss short and long term costs.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

If there is a question asking - should - then the student needs to give a yes or no and then how/why, make a recommendation to justify their response.

Moderation Details for Calibration - Sample 5

Sample 5 - What rating (or ratings) has the group assigned this sample?

C-

Sample 5 - What evidence supports the rating (or ratings) the group has given?

Q 7 and 8 - did not answer the questions, however they did have content information.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Student needs to answer the questions and make sure they understand the difference between the 4 P's.

Break down the terms and put sub headings to make it clearer how you need to answer the question.

At the end of the year - this student would be passed.

Planning for March Moderation 2020 - Statewide Samples

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

Criteria 2 - Elements 1-4 from the end of year exams. A ratio analysis question with break even analysis. A tough question was Luigi's Pizzeria a few years ago, something similar to that.

Sharing Resources

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

none

Course Support

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

Makers - still need some makers for the state. Discussed the process. This year is Part A to be marked by the North. Peter Welch One School Global and Gabriele Hay St Brendan-Shaw College both offered to mark.

General comment - There is a lot of emphasis on societal, environmental and legal responsibilities.

Teachers agreed that there was too much on this particular topic to be incorporated in an exam.

Teachers need to tell students that the space is there on the test paper but make sure the students look at the marks to guide the answer. Drawing a diagram is fine to demonstrate their understanding. Draw neatly and label that diagram.

The break-even question was extremely hard for the amount of time provided. It might be good in these meetings to have a really good answer that is clearly an A+ so that we have an exemplar as a frame of reference. It helps show this is a 2 out of 2 - so how?