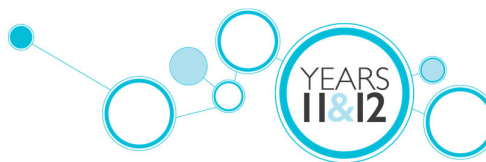


2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

HASS - Business Studies Foundation Level 2

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, Element 1, Element 2

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?

Just enough to get over the line in terminology.

On a treasure hunt - for the key words - does the student demonstrate an understanding? If so - yes than they have meet the standard.

Mark - what you see with the course document - follow the strict wording.

Note - task design did not lend itself to much more than what was here.

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

The student could have been approached to go back and do some work. To help be a solid C.

Sample 1 - Summary of group consensus

C-/C Covers the basics - sufficient to meet standard.

with comments to element level if applicable.

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

C- Just enough detail to demonstrate. If it was an in class test vs a task that had time to work on - then it should have been a T

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, Element 1, Element 2

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

C+/B-

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

Erring on the C+ NOt needed more examples to demonstrate.

If assessing on CR 6 then clearly more than a C towards a B

Upon reflection the terminology

The depth of understanding was not rich enough for a B level

Needed more of the context as it was a timed text. Did they have examples?

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

More depth of understanding and examples to be a B

Task design would need to have marks so they have a time frame to help guide depth and length of the answer.

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

Student - would have had to be more consistent with some of their answers. Some answers are not as in depth as others.

applicable.

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

Have a better task design - guided marks and time frame.

At the end of the year - going back over all work to see if a C or B student

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, Element 1, Element 2

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?

Promotion - the worker not the marketing. Confusion of subject.

There was some answers that did not demonstrate sufficient depth.

Q18 onwards it had less depth.

Time frame - there was a lot of work for test conditions.

This document if was from a level 3 would have been a C.

There are a few zero's in answers but still overall adds up to an A score.

The student looks like they have been able to access Level 3 content to improve on their answers.

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

More accuracy on a few questions - eg. promotion.

Sample 3 - Summary of

Within the time frame the student has been able to demonstrate sufficient of that

group consensus with comments to element level if applicable.

higher level understanding to meet the A-

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

There was some inaccuracies in the answers provided. Giving feedback to student how they could answer those questions in more depth.

Task design - questions and marks etc.

Planning for March Moderation 2020 - Statewide Samples

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

A business plan but the finance section only. CR 4 Element 4, 5 and 6.

Sharing Resources

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

No resources to share.

Course Support

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

All teachers suggested that they would like to see some involvement in the course review for Business Level 2

- Business Level 2 needs to be seen as a feeder subject rather than a 'soft option'.
- Economics in Level 2 - not sufficient as a pathway for Economics Level 3.
- Need flexibility to teach level 2 and 3 in the same class.
- However, still needs to be achievable for mainstream student (aka non-academic).

- Short, sharp little activities that you can relate to the terminology. Example - Fair trade etc. the students can make some connections that provides a 'standalone framework for businesses.
- The subject offers ability to teachers to contextualise the content into 'hands on business projects' that meets the needs of their own students. There is plenty of flexibility of the course delivery.
- Business 2 is very good but 3 criteria apply to accounting. Is this too much?
- Sometimes in the past for syllabus renewal where meetings have not been funded - teachers have joined independent forces to push forward content and syllabus development. When is the right time to bring this up? Joy offered we keep on talking and share our emails to ensure that there is consensus among the teachers who actually teach the subject and know the strengths and weaknesses.
- What things need to be taught in the future? Keep thinking of this and teachers can offer suggestions to the group. A proposed meeting date for teachers Week 8 to get together.