2018 September Moderation - Report

Meeting Details

Meeting took place in:	North
AM or PM session?	AM
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	Alana Jaffray
Minute Keeper Email	ajaffray@mrc.tas.edu.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Kevin	Stocks
	Karen	Marshall
	Ebony	Jensen
	Adrian	Lewis
	Alana	Jaffray
	Joy	Russell
	wendy	kurth
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	David	Sands

meeting.

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 1 = Element 1, Element 2, Element 3
Sample 1 - What rating (or ratings) has the group assigned this sample?	B
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Based on the marking scheme of 6 marks Use 4 marks for inflation + 2 marks for second part of the question. Markers have a degree of flexibility because the question does not actually specify a marking scheme. This sample sufficiently describes the content as per a standard B answer. Mentions maintaining profitability of the business. This student did not link oil and inflation.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	This student did not link oil and inflation. Better use of language eg profit maximisers and factors of production. Use and explanation of a diagram. Define inflation before describing cost push inflation.
Sample 1 - Summary of group consensus at element level with comments	Element 1 appropriate for this question. Element 2 gives students the opportunity to improve their answer by using a model. Element 3 is not relevant for this question.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Take more care when reading the question - make sure they answer all parts of the question.
	Use of correct terminology.
	Use of a diagram.
	Separate ideas in separate paragraphs.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = Element 1, Element 2, Element 3
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?	Uses correct terminology in order to explain the ideas.
	Good structure helped with explanation.
	Missed the point that oil drives a large part of the economy and how it is directly passed onto the consumer.
	No mention of profit maximisation.
	No explanation of how the cost is passed onto the consumer.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More emphasis on oil as being a key driver of prices.
	Clearer ending.
	Students use more examples in their explanation eg that the price rise for oil will generate price rises in other goods/services eg taxi rides, delivery of purchases.
Sample 2 - Summary of group consensus at element level	see sample 1

with comments	

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Use of examples when explaining ideas.
	
	Remind students of real world issues.
	
	    - News apps to be used on mobile phones?????
	Guardian, ABC, can tailor Instgram to Economics issues
	
	    - make relevant to their interests eg supply and demand for football tickets

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = Element 1, Element 2, Element 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?	Mentioned factors of production. Gave wages as an example. Factual correct
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Needs to discuss oil. (Answer the second part of the question) More explanation of the effect for consumers.
Sample 3 - Summary of group consensus at element level with comments	see sample 1
Sample 3- What actions would you	see sample 1 and 2

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

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = Element 1, Element 2, Element 3
Sample 4 - What rating (or ratings) has the group assigned this sample?	C-/t+
Sample 4 - What evidence supports the rating (or ratings) the group has given?	Evidence that they generally have the some idea. Made some valid points.
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Lack economic explanations
Sample 4 - Summary of group consensus at element level with comments	see sample 6
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Remind students to take care not to use subjective, judgemental or emotive language. Students need to revise, you can not rely on vague/intuitive ideas.

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = Element 1, Element 2, Element 3
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?	correct formuala and defintion of labour force as per textbook mentions availability of workers
Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?	address the second part of the question
Sample 5 - Summary of group consensus at element level with comments	see sample 6
Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	better address the question

Moderation Details for Calibration - Sample 6

Sample 6 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = Element 1, Element 2, Element 3
Sample 6 - What rating (or ratings) has the group assigned this sample?	B
Sample 6 - What evidence supports the rating (or ratings) the group has given?	Good understanding of the particpation rate and the labour force. Use of formula
Sample 6 - What evidence would you need to see in order to assign a higher rating (or ratings)?	does not sufficiently attend to the aging population
Sample 6 - Summary of group consensus at element level with comments	the question used for this sample contains a good mix of elements 1 to 3
Sample 6 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	make sure you answer all of the question teacher discussion with student teachers should make sure that when they are teaching theory they apply that theory to real life situations.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply	Level 3 or 4
For Level 3 and 4 courses please suggest criteria	3 and 4 due to new combined format. We wish to use external material. Please ignore details below.

for consideration by CTL's.	
Please enter the name and email address of the person providing the samples:	Alana Jaffray
Email	ajaffray@mrc.tas.edu.au

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	Links to Canvas material. Discussion re procedure for applying for 9-12 Review and CTL position. Assessment strategies discussed in relation to converting 6 mark questions to the A-t rating scale. There were a variety of approaches. Teachers indicated that it was necessary to record + and - marks in order to give students the best chance at higher final ratings. It was agreed that the samples provided by Adrian were excellent and made for some good discussion. Economics Challege for Launceston discussed.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	It was suggested that a sample paper would have been of benefit in light of the fact that the 2018 format was new. Teachers are unsure of the allocation of marks in section C.