

# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which meeting is this report for?

HASS - Business Studies Level 3

## Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

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

t,t,t+, t (all t's or T+'s)

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Clearly doesn't know the content, answers brief, incorrect responses, has no idea

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

learn more business content, use the terminology,

Sample 1 - Summary of group consensus with comments to element level if

t

applicable.

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

put them in level 2 Business studies, hasn't learnt the content correctly - run tutorials?

## Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

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

A, A, B+, B+, A-

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

Went through each question and mos teachers marks given the same / only out a couple of marks, content and terminology is there, some good recommendations, stimulus materials used effectively

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

Q10 short and long term benefits fleshed out

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

A-

Sample 2 - What actions would you recommend for teachers to help

Marks should reflect what the question requires, (challenging as this is modelled on external exams which do similar things), each mark requires a lot of detail in answers, lots of low mark questions. Teach explicitly short and long term effects /

the student attain a higher rating (or ratings)?

benefits.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

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

B, B+, A, B, B, C

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

Provided enough detail, used terminology, some discussion of whether Q9 ethical implication was ethical or social implication

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

Product strategies improved, reduce repetition in answers

Sample 3 - Summary of group consensus with comments to element level if applicable.

B

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

Explain what is required for each mark

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

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

B, B, B, B, B

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

Not using the terminology but good level of detail, some good answers

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

More terminology

Sample 4 - Summary of group consensus with comments to element level if applicable.

B

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Improve terminology, be explicit about what terminology is required

## Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

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

Q7 - no marks at all (consensus), Q8 - 1st product recommendation no good, Q9 environmental implication good, ethical less well done, Q10 not well done

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

Better knowledge of marketing mix, answers more appropriate to questions

Sample 5 - Summary of group consensus with comments to element level if applicable.

C/C-

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Review place strategies and branding

## Planning for March Moderation 2020 - Statewide Samples

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

C1 and C5 so we can interrogate the difference between the two (focus on 5)

## Sharing Resources

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

Business studies review - Tim Riley, Small Business Secrets (SBS on Demand), The Mentor tv show, Business Educators Australasia will collate economics and financial literacy resources and this will be available later in the year

## Course Support

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

Rewrite for 2021 - teachers should be invited to participate in rewrite, formalise this process with teacher consultation, criteria need changing

Who is our CTL? unsure whether anyone has been appointed yet.

Coffee at moderation please

Exam specs error - says all sections equally weighted but they are not - criteria are equally rated but the sections are not e.g. 40 marks for Section A, much more in Section B and C