

# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

PM

## 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

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

t, C, C-, T+

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

Not enough detail, issues with the task

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

When asked for definition relate it to business, some answers did not have a business context, provide more detail, provide examples and an implication for B/A

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

C-

Sample 1 - What actions would you

Marks attached would help students to ascertain how much detail is required, restricting questions to the elements set out in the criteria e.g. 4 Ps, sources of

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

finance, restricting to units included in C2 (no HRM, Bus env), smaller size assignment (bit long), specific request for examples, context for assessment provided to teachers moderating, could have provided terms and definitions to match and then provide an example,

## 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

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

C+, B, A-, A-,

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

Some incorrect answers, fair amount of detail for level 2 student, they generally did what they were asked to do, a lot of answers seem to be a google definition or copied and pasted, were students required to use their own words?

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

More examples and implications,

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

B

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

Need to be clear on the context of the task - was it an assignment or test, closed book or open book, did students have to use their own words? It says a test in 1 hour 40 mins but that seems unlikely - none of our students could complete this in 1 hour 40 mins, also some images copy and pasted.

## 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

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

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

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

enough detail for A

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

same as others

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

A

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

same as others

## Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate

C3 or 4, prefer 4 (some accounting please), helps us split

the criteria and elements (if desired) for moderation.

A, B and C students, level of analysis etc.

## Sharing Resources

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

Fyre festival documentary on Netflix, Cake boss and other reality business TV, SBS on demand Small business secrets (25 min episodes), The Mentor tv show on clickview exchange (mentor in sydney fixes business), clickview 'Risking it all' (chip shop, Brad's gym and hairdresser episodes great), Shark Tank,

## Course Support

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

Review of the criteria, reduction in the number of elements in each criteria.

No additional work requirements in course rewrite.

The marketing unit - expand online marketing

The economics unit (unit 2) is too difficult and doesn't weave into the other units nicely, has a lot of content, doesn't contribute to the business plan (like the other units too).

Look at the excel requirements (do they have to be able to develop their own spreadsheet? is this too much?)