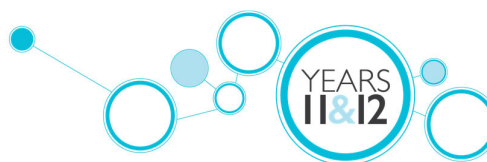


# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	HASS - Economics Level 3
Moderation Leader Name	Matt Dalziel
Moderation Leader Email	matt.dalziel@education.tas.gov.au
Minute Keeper	Matt Dalziel
Minute Keeper Email	matt.dalziel@education.tas.gov.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.	Julie Dadswell-Booth, Rosny College Casey Dergess Elizabeth College Matt Dalziel Hobart College Jim Orpe The Friends School Chris Hoare GYC
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	

meeting.

## Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 1

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

Range was extremely narrow. Markers differed by only 0.5 of a mark (out of 6). All agreed that it was straight 'B' response. Concepts were defined and all aspects of the question were addressed, but at a level of detail and accuracy that was not sufficient for any mark higher than a B.

## 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

B

assigned this sample?

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

The response gave sufficient level of description of the economic concepts in the question to award a B rating

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

The response would need to explain the concepts (rather than describe), and to explain subtle difference between related terms.

Sample 1 - Summary of group consensus at element level with comments

The group gave points (out of 6) as per end of year marking. Two markers gave 4, with the other 3 giving 4.5. This is a consensus 'B' rating.

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

Explain the concepts rather than discuss/describe.

## 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 x 4, A- x 1

Sample 2 - What evidence supports the rating (or

Very similar to Sample 1

ratings) the group has given?

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

As per Sample 1

Sample 2 - Summary of group consensus at element level with comments

B

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

As per Sample 1

### 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 to B- range

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

The main concept being examined, cost-push inflation, was answered very well, however the response did not address the second part of the question (the example of a large increase in oil prices) at all. The response was thus heading towards an A rating on explanation of concepts, but not on explanation of examples.

Sample 3 - What evidence would

Fully answer the question

you need to see in order to assign a higher rating (or ratings)?

Sample 3 - Summary of group consensus at element level with comments

Group agreed it was a C, discrepancies due to weighting different parts of the question differently.

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

Answer the question.

## Moderation Details for Calibration - Sample 4

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

Crit 1 = All elements, Element 1, Element 2, Element 3

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

t to C

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

Only one concept was described adequately, with the other being wrong. The discussion of the example (ageing population) was only partially relevant.

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

Answer all of the question.

Sample 4 -  
Summary of  
group consensus  
at element level  
with comments

C/C-

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

Know the content and remember definitions.

### 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/C-

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

Descriptions of concepts were adequate for a B rating, but the example aspect of the question wasn't addressed.

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

Answer all of the question

Sample 5 -  
Summary of  
group consensus  
at element level  
with comments

C

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

Answer all 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?

A-/B

Sample 6 - What evidence supports the rating (or ratings) the group has given?

Very good explanations of the concept (A level) but a weaker discussion of the example (ageing population)

Sample 6 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Relate the example to the concepts discussed.

Sample 6 - Summary of group consensus at element level with comments

B+

Sample 6 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Demonstrate full understanding of the concepts by applying these concepts to the context of an ageing population.

ratings)?

## 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 for consideration by CTL's.

Criteria 3 and 4 from final exam. Section C x 3 work samples (to be put together by CTL)

Please enter the name and email address of the person providing the samples:

CTL HASS

Email

adam.grover@education.tas.gov.au

## Sharing Resources

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

- Inquiry task instructions
- Comparative advantage exercise
- Internal assessment for Section C

## Course Support