

QETA PD CONFERENCE 24 July, 2021 *Syllabus improvement feedback to QETA*

<p>What works well with Unit 1 (and each topic)?</p> <ul style="list-style-type: none"> • Integration of micro basics and macro foundations • Focus on economic problems • Introduction of models • Flow of topics • Core foundation of concepts, principles and models • Well balanced and covers the essentials • Content is good – covers key foundational concepts • Easy to make relevant to students • CFYM and economic cycle are key concepts that are used throughout Units 2,3 and 4 • Lots of relevant information in the news that can be used for Topic 1 	<p>How could we sharpen/improve Unit 1?</p> <ul style="list-style-type: none"> • Suggestions of economic criteria / examples in subject matter • Focus on micro/macro together – separate • Be more explicit re flexibility with Unit 1, e.g. that we can blend elements of Unit 1 with Unit 2, especially for assessment • Overall pretty happy with Unit 1. • Applies for all units – the organisation of subject matter needs improvement. Terms/concepts do not seem to be sorted by topic. This makes it difficult to plan units of work or lesson order.
<p>What works well with Unit 2 (and each topic)?</p> <ul style="list-style-type: none"> • Flexibility to suit demographics of students • Connections to Unit 4 across the choices • Operation of invisible hand in changing markets e.g. retail move to services • Options for case studies • Some of the topics build well on Unit 1, e.g. <ul style="list-style-type: none"> – externalities and market concentration from demand and supply – income inequality from scarcity and allocation of resources 	<p>How could we sharpen/improve Unit 2?</p> <ul style="list-style-type: none"> • Suggestions of economic criteria / examples in subject matter • More options, e.g. sharemarket • More resources for efficiencies • Time is too tight for two options • The 3 case studies are very diverse • The intellectual requirements are very high. It is almost at university level in the cognitive demands on students. Therefore, is it out of order and might be better in Yr 12? • Be more explicit in giving permission for flexibility with what is included and sequences. • We need to bring back an introduction to costs benefit thinking. This is an opportunity for Unit 2. Would work well with the micro case studies: market concentration, environment and inequality. • Picking and teaching two case studies in Topic 2 can be overwhelming. • Can we not choose 1 to focus on to gain depth rather than breadth? • We also need to find the time to teach skills of analysing / evaluating / writing reports etc, which feels like too much with 2 case studies.

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<p><i>What works well with Unit 3 (and each topic)?</i></p> <ul style="list-style-type: none">• Chunking of content is possible• Interesting and topical• Time for IA2 in (Year 11)• Gives good global overview of economics• Porters Diamond	<p><i>How could we sharpen/improve Unit 3?</i></p> <ul style="list-style-type: none">• The domestic economy is needed before the international economy i.e. why talk about the world before you understand the domestic economy?• too much, drop some content and one piece of assessment (e.g. research assignment)• Question of sequencing – hard to teach international economics when students do not have macro content yet.• Students can often struggle with understanding this topic as it is less relevant to them (feels distance)<ul style="list-style-type: none">– it would be helpful to receive further curriculum support / activities to help contextualise and teach the unit better (in a way that engages students prior knowledge and interests)– help teaching exchange rates?
<p><i>What works well with Unit 4 (and each topic)?</i></p> <ul style="list-style-type: none">• It's good• Macro view brings the topic back together• Big economic concepts covered.• Topics link well.	<p><i>How could we sharpen/improve Unit 4?</i></p> <ul style="list-style-type: none">• Whole of Unit 4 information for the EA• There are limited IA3 options – open up the analyse and evaluate options• EA limited macroeconomic policies• Clarification of AS/AD• Alternate program has a lack of resources.

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<p>What works well with Internal Assessment 1: Combination response?</p> <ul style="list-style-type: none">• Three objectives are appropriate• Technique is good with a variety of MC, SR and ER• Easy to create, easy to mark• Combination response seems the right assessment methodology/design for assessing Unit 3• Using a globalisation cartoon• limited stimulus	<p>How could we sharpen/improve the IA1 Combination response?</p> <ul style="list-style-type: none">• More samples (annotated and authentic) plus PD• Comprehension marks awarded for Part B or for IA1 in its entirety• Difficult to discern between levels in comprehension due to<ul style="list-style-type: none">– range over 10-13 questions– discerning vs effective.– consider ‘substantial’ for economic terminology• More options for Part B• ISMGs do not allow enough levels of discrimination of performance. This is an issue across all internal assessment ISMGs. E.g. we have gone from 15 levels of discrimination (from A+ to E-) to only 4 or 5 levels.• Maintain a variety of written/visual stimulus
<p>What works well with Internal Assessment 2: Investigation -Research report?</p> <ul style="list-style-type: none">• Have to make a decision• Open ended	<p>How could we sharpen/improve the IA2 Investigation -Research report?</p> <ul style="list-style-type: none">• More samples (annotated and authentic) plus PD• Use of word ‘perceptive’ for use of data and Info. Too big a jump from adequate. Highest descriptor could be effective, deliberate, supported or thorough.• Use of word “precise” for terminology – needs different descriptor• too easy/hard to verify student’s own work• Word limit options• 4 weeks is not enough time (and some schools had this over the school holidays)• Inconsistent ISMG with IA1. Criteria of selecting and creating for IA2 and IA3 only. Preference is for same criteria to be used across all assessment – too many criteria for IA2 and IA3.• IA2 has even less discrimination of levels of performance between students. E.g. Evaluation only perceptive, effective and superficial. Creating from concise to adequate.• Validity of student work – this is becoming a growing issue – use of tutors to write reports, ability to outsource, there is now a growing market in India of people willing to write assignments etc.• Do we need the IA2 – just have one internal assessment in Unit 3 and one in Unit 4.• More specific detail needed in regard to word count – what is and what isn’t included.

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<p>What works well with Internal Assessment 3: Examination ER2S?</p> <ul style="list-style-type: none">• No feedback yet as this is the first time it is in use due to COVID.• Extended response – 2 hours, cannot cheat easily• Seen and unseen stimulus works well	<p>How could we sharpen/improve the IA3 Examination ER2S?</p> <ul style="list-style-type: none">• Is the numerical amount of the courses necessary?• Can QCAA provide some stimulus?• Limit should be the time, not the word count• Remove the exemplar of the QCAA website so it can be used as a possible question.• Same issue with IA3 and IA2 – re ISMG and criteria• Big burden to develop new question and stimulus content every year
<p>What works well with External Assessment 2: Combination response?</p> <ul style="list-style-type: none">• I don't have to mark it if I do not want too.• Structure / methodology: Combo seems to be the right way to assess Unit 4	<p>How could we sharpen/improve the EA?</p> <ul style="list-style-type: none">• EAMG should be released prior• EAMG should be less prescriptive. Subjective to markers judgement• Better alignment of questions to the syllabus content• Use an ISMG / criteria that is transparent to students – as with previous assessment.• EA to remain private for 12 months for teachers to use as a mock for use next year• Alternate program has a lack of resources.• Seems inconsistent with all of the thinking and teaching (especially assessment) prior to it. e.g.<ul style="list-style-type: none">– it does not use ISMGs– language around content– content of EA didn't match the syllabus, especially for the extended response component– No transparency to students for the criteria by which they will be assessed.

QCAA resources

Were the resources helpful while implementing the syllabus? Give examples.

- My exam response hands (ask for a copy)
- TLAPs ✓
- Annotated samples – not been extremely helpful but they have been used to assist students to identify the components of a research report (conclusion made, justification given).

Give specific suggestions on how QCAA could improve its assistance to teachers while implementing the syllabus.

- More authentic examples
- Provide more resources, especially for the alternative program
- More mocks that are not public
- Authentic responses for exemplars
- Why do we have to create for ourselves a new question and stimulus every year for our IAs. HUGE burden on teachers.
- Could there be a 'stimulus bank' and/or a question bank for teachers to be able to select from?
This would:
 - ↑ efficiency (huge inefficiencies in the current system)
 - ↑ quality (better quality assured earlier)
- Sample assessments seem outdated now. Due for an update.
- Student work examples / samples given for a range of responses (e.g. high level / low level)