#### 2011 SPC SPBEA LOGO

#### Secretariat of the Pacific Board for Educational Assessment

**Pacific Senior Secondary Certificate (PSSC)**

# Country Moderator’s Report 2011

## **SUBJECT: ECONOMICS**

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This is the report of the 2011PSSC Economics moderation process. The objectives of the process are to:

* Assess teacher marking and recommend actions to be taken.
* Assess how well schools administer the major project.
* Provide feedback to schools on how well they have perform and
* Provide feedback on how the PSSC IA can be effectively administered.

### General Comments on Moderation

**Overall, the quality of student research reports was of good to high standard with few areas needing improvement.** **Overall reports well organized and presented, establishing the issue in context, developing the impacts and ending with appropriate conclusions and recommendations**

* The level of student work is generally of high standard, covering the issues, impacts and measures well.
* Development and presentation of reports are generally done well, presented and argued in a logical manner with adequate research material
* Report formats are well developed and clearly show the different parts of the research report which makes marking easier.
* Most students organise their reports in clear and supposedly acceptable format that makes key arguments easier to identify.
* Relevant data were reasonably and appropriately used to support arguments.
* Parts 1,2,3,5,6 were well answered by most students

**Overall, assessment judgments by teachers generally followed the marking scheme well.**

* Overall, most teachers follow the marking scheme well with different degree of objectivity on scores awarded.
* Generally, marking is consistently above with an average of 5 marks, meaning there is general consistence in the application of the marking scheme.
* Few schools consistently scored larger margins of 10 or more marks above, meaning that the degree of objectivity in the application of the marking scheme is lower for these schools.
* A number of schools’ marking does not show any consistency as shown in the way marks differ positively as well as negatively across different sample groups.

**Generally, marking is consistent and aligns with moderated marks for part 1,2,5 and 6.**

* Although the difference in schools varies from moderated marks, there is a consistent trend identified.

**General areas of concern lies in the (1) objective application of the marking scheme, (2) clarity of report presentation and (3) lack of depth and coverage for full complete reports.**

* For reports that scores marks below average after moderation, the common problem was the reports lacks a coherent format and lacks clarity when creates difficulty for awarding marks.
* Few schools’ reports do not follow a structured format and result in limited coverage of substance that would earn them full marks.
* Most schools consistently ignore citing sources of charts and information used which should be discouraged.
* It is common among schools to award marks to reports that are unclear with less research substance; it is difficult to work out where marks have been awarded.
* Parts 3 and 4 are a problem area for both students and teachers. In most cases students do not provide attempt to provide answers for these parts and if they do the answers may be not relevant. Teachers commonly award marks for these parts even if these parts are not answered or that the answers are not relevant to the questions.

**Recommend that teachers (1) apply the marking scheme objectively, (2) provide clear guidance to students on report formats and clarity that can score points and (3) emphasis strongly the need to cite sources of information and charts used.**

* To make marking easier, teachers should provide students with standard report format that provides adequate coverage of answers and ensures there is clarity and coherent in the presentation of reports.
* Make clear to students at the start of the research project to collect local information and examples and ensure sources of information be collected and cited when writing the reports
* Ensure ample time is spent with student in the selection and development of their research reports and clear and consistence guidance is provided in every step of the research project.
* During marking, review individual’s scripts thoroughly and be familiar with the application of the marking scheme before scoring student’s reports.
* Be clear about the requirements of parts 3 and 4 and assist students understand what these parts require for an answer.
* Marking schedules must be attached so that students and the moderator know where points come from.

### General Comments

The following points should be considered for improving the moderation process and to ensure schools are consistently applying the marking scheme fairly well.

To ensure teachers and country moderators are familiar and consistence with applying the marking schedule, a workshop on objectively applying the marking scheme should be carried out during the beginning of the academic year.

The clarity and the vagueness of student script can make it difficult for teachers to apply the marking scheme as the key answers that teachers will be looking for does not stand out clear. This can cause teachers to depend more on their subjective assessment of student answers.

This problem can be solved if teachers take the time to provide a standard format for reports. This will also include providing student with the marking scheme to guide them collect adequate material during research and also provide guide for when writing the final research report.