

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

HASS - Studies of Religion 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?

B

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

Element 1: There is evidence of credible evidence but not a "range" of evidence. Evidence was provided but would be strengthened if sources were named and critiqued. (B)

Element 2: Position stated but for a higher rating the position of both Islamophobics and Muslims needed to be more clearly established/articulated. Sound discussion of history/content and evidence used to support the position. (B)

Element 3: Range of evidence provided, however, a range of views to be expressed for an 'A' rating. Some discussion about the difficulty in providing specific societal context e.g. Australian context. (B)

Element 4: Paragraph on women did not provide some criticism/critical analysis or counter-arguments (but it is difficult in an exam setting to expect this from students). (C/C+)

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

Element 1: Evidence was provided but would be strengthened if sources were named and critiqued. (B)

Element 2: Position stated but for a higher rating the position of both Islamophobics and Muslims needed to be more clearly established/articulated. (B)

Element 3: Range of evidence provided, however, a range of views to be expressed for an 'A' rating. Some discussion about the difficulty in providing specific societal context e.g. Australian context - difficult to assess externally given

	<p>the time constraints. (B)</p> <p>Element 4: Paragraph on women did not provide some criticism/critical analysis or counter-arguments (but it is difficult in an exam setting to expect this from students). (C/C+)</p>
Sample 1 - Summary of group consensus with comments to element level if applicable.	<p>Unfair element/criterion to assess in an externally assessed setting.</p> <p>Element 3: Some discussion about the difficulty in providing specific societal context e.g. Australian context - difficult to assess externally given the time constraints.</p> <p>Element 4*: Paragraph on women did not provide some criticism/critical analysis or counter-arguments (but it is difficult in an exam setting to expect this from students). *We (as a group) would really like to see this element removed from the external assessment.</p>
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	<p>Avoid discussing Islamophobia so generally - address specific elements of Islamophobia e.g. gender issues, violence etc.</p> <p>Endeavour to provide counter-arguments of elements of Islamophobia e.g. point of view of Muslims vs non-muslims.</p>

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?	t+
Sample 2 - What evidence supports the rating (or ratings) the group has given?	<p>Lack of evidence or credible evidence provided.</p> <p>No reference of sources.</p> <p>No position stated.</p> <p>Element 1: t</p> <p>Element 2: c-</p> <p>Element 3: c-</p> <p>Element 4: t</p>

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

Greater range of evidence needs to be included.

More specific examples and discussion needed to be included.

Student needs to present a position.

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

Some discussion of giving the student a 't' rating - there needs to be a standard set of what our minimum standard is and what we expect to better support the students (especially students aiming for an A).

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

Teachers to work more on providing students with excellent examples and opportunities to improve in using evidence rather than just expressing opinion or dumping knowledge.

Planning for September Moderation 2020 - Statewide Samples

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

Criterion 5 - Elements TBC

State the name of the person who will be providing the samples for September moderation.

Simone McManus

Sharing Resources

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

Shared Google Folder to be established for all SOR3 teachers statewide for collaboration purposes.

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

We would like more consultation with SOR3 teachers (from TASC) concerning the future direction of the course.