

**Form Name:** Years 11&12 March Moderation 2018 - Report

**Submission Time:** March 21, 2018 5:34 pm

## Meeting Details

<b>Meeting Venue:</b>	North
<b>AM or PM session?</b>	AM
<b>Which Learning Area is this Report for?</b>	Humanities and Social Sciences (HASS)
<b>Which AM Meeting is this report for?</b>	HASS - Studies of Religion Level 3
<b>Moderation Leader Name</b>	Jill Myers
<b>Moderation Leader Email</b>	jill.myers@stpatricks.tas.edu.au
<b>Minute Keeper (if available)</b>	Duncan Grant
<b>Minute Keeper Email</b>	duncan.grant@stpatricks.tas.edu.au

## Attendance

**Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding**

Taryn Conroy  
Loretta Andrews  
Bronwyn Sidebottom  
Bridget Leary  
Joshua Martin  
Duncan Grant  
Jill Myers

**anyone who was extra on the day**

**Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:**

none

**Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend**

none

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria assessed against**

C1

**What rating (or ratings) has the group assigned this Sample?**

t

**What evidence supports the rating (or ratings) the group has given**

Limited terms, concepts and details of the issue. The answer consisted of two paragraphs. The first rephrased the question and the second set up the response but this was not carried through.

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

The student would need to fully address the issue in their response by completing the essay.

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

The teacher would need to speak with the student about time management in order to write the three essays required in the exam for this subject.

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C1

**What rating (or ratings) has the group assigned this Sample?**

B

**What evidence supports the rating(s) the group has given**

The student has used a range of concepts and terms. Has explained the issue well but not fully explored the way that the tradition has responded to this challenge

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

A wider range of concepts need to be covered for this to be considered an A

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

We recommend that the teacher discuss with the student the second part of the question related to the response of the religion to the challenge

## Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C1

<b>What rating (or ratings) has the group assigned this Sample?</b>	C/C+
<b>What evidence supports the rating(s) the group has given</b>	<p>This response has not fully addressed the question - the challenge needs to be framed in terms of the underlying principle of the attack on 9/11. 9/11 itself is not a challenge so much as the ideology that was behind the attack.</p> <p>Limited concepts and terms used within the essay</p> <p>Inadequate reference to the work of others on this issue e.g. quotations</p>
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	<p>The consensus was that the essay failed to address the central issue of jihad and terrorism and how this related to the 9/11 attack.</p> <p>The consequences of this attack had far reaching consequences and a broader range of references would be needed to show this range</p> <p>The different responses from the divisions within the religion should be covered.</p>
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	<p>We recommend that the teacher 'unpack' the motivations behind the 9/11 attack and the justifications given for it. The central concept jihad is seen as fundamental to a response. How this is viewed and interpreted across a spectrum of Muslims.</p>

## Summary of any further samples moderated

<b>Further samples - Criteria assessed against</b>	C1
<b>What ratings have the group assigned this/these</b>	Sample 4 . A- Sample 5 C+ . Sample 6 B

**Sample(s)?**

**What evidence supports the ratings the group has given**

Sample 4 A very detailed answer that gave ample information on the historical context of the issue. The group considered that the response may have been too heavy on history and not quite enough on the underpinning Buddhist beliefs that are evident in the response to this challenge. However, it was clearly an A essay.

Sample 5 Discursive essay that failed to make the link between the issues, the challenge and the response of the religion.

Sample 6 . Needed to place greater emphasis on the lack of a central authority in Islam that can lead to cultural practices being linked to the Quran when there is division within the religion on these practices.

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

The evidence that would be required for a straight A or an A plus would be the linking of the challenge to the religion and the fundamental pacifist nature of Buddhism based on the belief system.

Also to look at the spread of Buddhism, particularly Tibetan Buddhism because of this forced diaspora. This has been particularly obvious in the west.

Sample 5 Need reference to religious beliefs and the response of the religion to the challenge based on these beliefs

Sample 6 As stated above acknowledgement of the division within Islam on some of these issues and the lack of a central authority to rule categorically on these.

**What actions would you recommend for teachers to help the student attain**

Sample 4 We recommend that a balance between the necessary historical background and the response of Tibetan Buddhist to this challenge needs to be made. This included reference to the response and the beliefs of Buddhism. it also includes the acknowledgement of

**a higher rating (or ratings)?**

the spread of Tibetan Buddhism due to this challenge and the status of the Dalai Lama because of this diaspora.

Sample 5 Address the actual challenge rather than focusing so much on issues related to the challenge

Sample 6 Refer to the different interpretations e.g Shia and Sunni to some of these issues. Other advice as above regarding the lack of central authority and reliance on the Quran as infallible. Explore the relationship between cultural practices and religion.

## Planning for September Moderation 2018

**Are you planning on:**

Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing

**Please list the criteria to be moderated:**

Check with Simone McManus - I think C5 . external elements only

**Briefly describe the type of task you plan to look at:**

Examples from Mid Year Exam Section One, 2 questions to be supplied by Simone McManus

Samples to be chosen. Other resources to be brought on the day.

**Please state the name of the person supplying the samples for the September moderation**

Simone McManus

**Email**

smcmanus@gyc.tas.edu.au

## Sharing Resources

**Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.**

none

## Course Support

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

The group considered they would benefit from PL as a group.

## Annotated Exemplars

**Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?**

Sample 2  
Sample 4

**Any comments:**

none