

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

Submission Time: March 13, 2018 7:32 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	AM
Which Learning Area is this Report for?	Humanities and Social Sciences (HASS)
Which AM Meeting is this report for?	HASS - Studies of Religion Level 3
Moderation Leader Name	Simone McManus
Moderation Leader Email	smcmanus@gyc.tas.edu.au
Minute Keeper (if available)	Kylie Sullivan
Minute Keeper Email	ksullivan@gyc.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

Simone McManus
Peter Jones
Leonie Witte
Stelle Carmichael
Andrew Clarke
Nev Bartulin
Kylie Sullivan

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:

Mary-Anne Johnson

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

Simon Bennett

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C1

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

T from the group after conferring with Northern meeting but some thought a C- at the outset

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

There was a clear response that it could be nothing more than a C- or T+ with the majority placing it in the T+ category.
After discussion with our Northern counterparts - we agreed it was an attempt only T+ and not C-.
The C- case was made that there was some sense of knowledge in the response, the candidate did refer to the cultural practices and did name some relevant terms however it was an attempt only and on balance it was less than 150 words - mainly paraphrasing the question in paragraph 1 and did not reflect a SA/pass standard

What evidence would you need

Greater word length - more depth and content

to see in order to assign a higher rating (or ratings)?	Greater use of terms, ideas and concepts - provide a clear outline of concepts and ideas/challenges to be addressed and then progressed in the essay
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Students should be careful not to simply paraphrase the content of the question in the introduction with no clear plan or introductory paragraph mapping the contemporary issues to be addressed. Manage the exam time to ensure three full essay responses
	Exam technique

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against	C1
What rating (or ratings) has the group assigned this Sample?	B - North/South consensus
What evidence supports the rating(s) the group has given	There was a discussion about whether or not it was worthy of a B+ rating - it was definitely in the B range - did use relevant terminology, mentioned sub-traditions and articulated and discussed a range of ideas and concepts
What evidence would you need to see in order to assign a higher rating (or ratings)?	Confident and wider use of a range of terms, ideas, concepts and information. The key word here is "wide" which reflects a variety of viewpoints, changes and responses. The candidate made assertions but little justification or more considered and thoughtful explanation. Once again linking back to challenge to the religious tradition - core beliefs and practices is essential.
What actions would you recommend for teachers to help	Moving beyond terminology quizzes and scaffolding of in class essays with the allowance of A4 cheat sheets and

the student attain a higher rating (or ratings)?

notes during the year. Students need to articulate and be encouraged to use terminology, ideas and concepts in exam style conditions earlier in the year. Importance of assessing in class discussion and rewarding students who use the terminology of the course and articulate more sophisticated understanding of concepts and ideas verbally. This articulation of ideas in discussion does much to enhance the student's own understanding and confidence and enhances the deepens the learning for the whole class.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C1

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

After much discussion and variation - C1 - B range (South) but C/C+ in North)

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

A historical focus on 9/11 rather than the contemporary issues that have resulted from the event and influenced and challenged the Islamic faith. Did have some high order thinking but did not use significant Islamic terminology in particular the concept of jihad which was needed to show an understanding of religious ideas/concepts. Did discuss some big religious events (Middle East). Northern markers meeting felt it was very limited in use of concepts and terms - did not address the wider range of responses within the Islamic Community.

Southern markers felt it was sophisticated in its discussion of the Middle East, varied media coverage and stereotypes and the recommendation of the need for increased knowledge of the core beliefs of Islam by broader society

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

The discussion needed to be broader than just the events of 9/11 and not just America - global impact and global response.(including Australia) The candidates must discuss the religious challenges that have ensued for adherents. This is a Studies of Religion essay not a history/political essay so it needs to address religious concepts, beliefs and practices and how they have been challenged and adapted as a result of the event.

Distinguish between variants/sub traditions and between moderate and extreme views in Islam

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

Continue to encourage students to articulate the historical, social and RELIGIOUS context of the particular challenge, the impact of the challenge on the religious tradition, the response to the challenge from within the religious tradition and in its relationship with the wider society. Continue to distinguish between sub-traditions and responses and challenges for the moderate Islamic adherent.

Summary of any further samples moderated

Further samples - Criteria assessed against

C1

What ratings have the group assigned this/these Sample(s)?

A - agreement between North and South

What evidence supports the ratings the group has given

Strong response - wide use of correct terminology, ideas and concepts- very detailed response. A reminder ... once again - not a history essay but needs to link to impact of the challenge to the lived tradition. How has the invasion of Tibet impacted on the core beliefs and practices of Buddhists? What has been the response within the tradition?

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

A very conscious linking of the response to the core beliefs such as a passivist response to the violence and ensuing cultural destruction of religious artefacts by the Chinese during the invasion of Tibet due to the Buddhist understanding around the nature of suffering - the Four Noble Truths - impermanence, non attachment etc. Preservation of language needs to be linked explicitly to the significance of texts in the tradition.

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

Keep drawing out the religious response and articulate how the Buddhist adherent/communities has been impacted by the invasion of Tibet and what has been the response - in many cases - passivism as per understanding of the nature of suffering and the three

a higher rating (or ratings)?

marks of human existence.

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:

Criterion 5

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

Simone McManus and Andrew Clarke will meet, find a number of stimulus possibilities which they will circulate to all by email week one of Term 2. There will be a one week response time frame. We will use the two stimuli (one pictorial) agreed upon by consensus and we will take the question framing for the two questions from Study 1 - Religious Traditions and Beliefs/Section A of the 2017 external exam reworked with two new stimuli. These two questions will be placed on each school or College's mid year examination for SOR 3. We will then ask each of our Colleges to scan and send us two unannotated exemplars of work from their mid year examination. We will select an A, B, C and C-/t range response from the supplied samples. These 4 samples will be sent to TASC to be uploaded for discussion and premarking at September Moderation.

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

Andrew at SMC has developed a One Drive resource which he will continue to use as a share point for

resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

resources.

GYC has a library guide for SOR 3 which is nearly finished and provides some good links to resources which will be share as soon as it is launched.

Course Support

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

Can we continue to draw on religious expertise in our wider community in this very content dense and sophisticated course. Perhaps the University of Tasmania contact or other tertiary contacts with specializations in teaching Islam or Buddhism or Judaism continue to support our Professional Learning as teachers? In Campbell Town for Statewide benefit.

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 4

Other: Sample 4 would be good. It might be worth finding an A rated response to Section A of the 2017 examination might be more useful too as the criterion to be assessed in September will be Criterion 5