

2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	AM
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	Andrew Clarke
Minute Keeper Email	aclarke@smc.tas.edu.au

Attendance

<p>Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.</p>	<table><tr><td>Stelle</td><td>Carmichael</td></tr><tr><td>peter</td><td>jones</td></tr><tr><td>Nevenko</td><td>Bartulin</td></tr><tr><td>Mary-Anne</td><td>Johnson</td></tr><tr><td>Simone</td><td>McManus</td></tr><tr><td>Andrew</td><td>Clarke</td></tr></table>	Stelle	Carmichael	peter	jones	Nevenko	Bartulin	Mary-Anne	Johnson	Simone	McManus	Andrew	Clarke
Stelle	Carmichael												
peter	jones												
Nevenko	Bartulin												
Mary-Anne	Johnson												
Simone	McManus												
Andrew	Clarke												
<p>Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the</p>	NA												

meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 5, elements 1 and 2

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

This sample was chosen as a sample strong on criterion 1, but problematic around criterion 5. The topic of Christianity was also a point of inquiry

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Element 1, Element 2

Sample 1 - What rating (or ratings) has the group assigned this

B-

sample?

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

The sample lacked the analysis required to go beyond the visual stimulus. Each point of analysis merely stated that there were expressions or meaning, however, the analysis wasn't critical or able to make deep connections

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

Deeper analysis and critical connections of beliefs to expressions, discussion made but analysis not provided

Sample 1 - Summary of group consensus at element level with comments

This was our most contentious sample, the differences in marking was broad and the group needed to have a detailed discussion on the meaning of the sample needed better connection to stimulus

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Move from the obvious Christian response and provide more meaningful connections

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 5 = Element 1, Element 2

Sample 2 - What rating (or ratings) has the group assigned this sample?

A

Sample 2 - What evidence supports the rating (or ratings) the group

The sample was able to provide critical evaluation of the sense of purpose and meaning as well as the lived tradition, provided examples of people and variants

has given?

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

Drawing out even more how it is a lived tradition

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

Perhaps critical offerings of theologians and connections of the diversity within and how expressions struggle to live out beliefs in a secular world

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 5 = Element 1, Element 2

Sample 3 - What rating (or ratings) has the group assigned this sample?

B

Sample 3 - What evidence supports the rating (or ratings) the group has given?

This sample offers some good points of expression, meditation is given

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Missing those details expressions and connections, suggestions for expressions such as karma or the way that the ideologies of Buddhism need

Sample 3 - Summary of group consensus at element level

Good connections to some practices

with comments

Sample 3- What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

The student needs to look at the qualities or characteristics that arise as a response to living out the belief, Buddhism can be a challenge to demonstrate ways that beliefs are lived out and the student needs to make important points of action

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 5 = Element 1, Element 2

Sample 4 - What rating (or ratings) has the group assigned this sample?

C

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Student had good knowledge of Buddhism, however, there is much listing of knowledge and not the depth of practices or expression

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Explicit examples beliefs and how they become expressions and practices

Sample 4 - Summary of group consensus at element level with comments

Very good consensus and agreement on the outcome of this sample

Sample 4 - What actions would you recommend for teachers to help the student attain

Better guiding phrases or connections, go beyond the knowledge that they have

a higher rating (or ratings)?

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

Cr 2 and 4

Samples taken from Section C of 2018 end of yr exam

I @ A+, I @ A, I @ B and I @ C

Please enter the name and email address of the person providing the samples:

CTL

Email

wendy.frost@education.tas.gov.au

Sharing Resources

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

Teachers to email and share resources of interest on each topic, Simon Bennett offered to share resources on Islam and women

Course Support

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

In 2019 we would like to focus on Section C Ethics & Morality. We would like Curriculum Services to select from the 2018 external exam samples of work at an A+, A-, B and C for Criterion 4. We would like this for moderation in March 2019

