



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

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 3 = Element 1, Element 2, Element 3, Element 4

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

A

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

Sample 1: A to B- range of marks, A mode. We feel this is an A.

Strengths:

Synthesised the quote with the traditions- so linking throughout rather than a tag on the end. Use it as leverage rather than unpacking the semantics of the question.

What do we mean by analysis? Not evaluating Frankl quote versus a Buddhist adherent response against one another rather bringing ideas together- how does suffering provide/ give meaning if at all in Buddhism. The candidate has addressed the stimulus quote and question rather than regurgitated a prepared essay. Talked about traditions and sub-traditions in a meaningful way to the stimulus which is what puts her in the A range.

(Criterion 3) Break open what happens, explore sub-traditions, compare a different religious view if really relevant

Sample 1 - What evidence would you need to see in order to assign a higher

This stimulus reflects beliefs and practices in equal measure and the interplay between them.

Clear and deep analysis of the sub- traditions is made here.

rating (or ratings)?

Described sources - could provide more context for the evidence/sources/quotes used in order to showcase critical evaluation of the reliability and potential bias of sources (Elements 2 and 3 - there was no trigger for this in the question)

Sample 1 - Summary of group consensus with comments to element level if applicable.

In the North and South discussion at the end of our meeting there was clear consensus that this was a strong piece which addressed elements 1 and 4 of Criterion 3 to a high degree. Whilst the question and Section A does not specifically allow deeper discussion of the reliability and potential bias of evidence/sources this candidate was moving toward this through representation of Frankl's context (Jewish Holocaust survivor) as compared and contrasted to a Buddhist adherent.

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

Review the syllabus points around key knowledge in the course documents in Section A - Religious Traditions and Belief - be aware that any of these areas (below and from the syllabus) could be a stimulus for the setting examiner

- >what the tradition believes about the nature of the divine and the metaphysical
- >what the tradition understands to be the purpose and meaning of human existence.
- >Learners will need to consider how the tradition views the nature of the human condition
- >how the tradition views the relationship between human beings and the world and evaluate the implications of these beliefs for
- >the way adherents ought to view and 'live' that relationship
- >how believers in the tradition explain the existence of suffering
- >how death and the afterlife are understood in the tradition
- >how the religious tradition is expressed through interrelated elements.

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Element 1, Element 2, Element 3, Element 4

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

A-

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

Sample 2: A to C+, A- mode. We feel this is an A-.

Kept going back to the question and this keeps it a new synthesis, bringing more together. Differing interpretations (Criterion 3). Has a consistent argument and drew conclusions and it comes together well. Ritual expression was not as sophisticated, nor as well developed but clearly understands the variants. Had some conclusions and related it all back.

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

Breaking open discussion and differentiation between the sub traditions in more detail

Time allowing some more detail around the practices and beliefs to value add to an already strong response.

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

There was robust discussion between North and Southern groups but the sample was lifted into the A- range when the demands of the exam response situation and the level of synthesis of beliefs, practices, sub traditions and link to the visual stimulus were all taken into account.

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

Continue to give students practice at reviewing, viewing, discussing and practice planning responses using visual stimuli. Moderator has offered to send out some examples to teachers.

Moderation Details for Calibration - Sample 3

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?

Sample 3: A to C+, B mode. We feel this is a B

Does not tie the subvariants, reciting/ rote and formulaic. Used relevant terms and concepts, knows some specifics. Sanctity of life and underpinning of our culture are two key ideas that need to be explored in a Christianity essay for the A. Has some excellent sources, does not analyse - the candidate did more than just describe therefore this higher than a C+ or C range.

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

- avoid the prepared response of knowledge and content "dump" which does not address the question and stimulus from the introduction

- move from description to analysis

- reference to sub traditions would have reflected the nuanced complexity of the Christian sub traditions

Sample 3 - Summary of group consensus with comments to element level if applicable.

Northern and Southern groups agreed this student was well prepared for the mid year exam and had a clear body of knowledge and understanding but the candidate has not addressed the specific demands of the question and stimulus and crafted their response accordingly.

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

Encourage students to move beyond a mere describe - a "Google Search" type response which is information only to a deeper understanding of the core beliefs, practices and sub traditions within the tradition in a selective way that addresses the specific demands of the question.

Moderation Details for Calibration - Sample 4

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

Criterion 4 = Element 1, Element 2, Element 3, Element 4

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?

T+

Lacked critical analysis, limited information and discussion of information. No evidence of analysis, no sources mentioned. Did not explain the thinking of the tradition and got confused. Misunderstood the Buddhist response to suffering. Needs a significant body of information and this is not in evidence, nor is there sufficient depth.

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

Great depth and detail - not sufficient words to enable any response above a C- on this criterion

Reference to the question

Reference to core beliefs and practices and sub traditions

Synthesis of material

Use of supporting evidence/argument/ quotes

Sample 4 - Summary of group consensus with comments to element level if

The Northern markers believe it belongs in the C- not T+ range due to the fact there was knowledge that showed evidence that the student was aware of key beliefs and sub traditions within Buddhism

applicable.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

A reminder of the importance of sign posting in the introductory paragraph the key elements of the question as a discipline to assist students to refer to and link back to the specific demands of the question.

Importance of dealing with beliefs and practices in the tradition is essential

Reference to sub traditions is critical

Work on the PEEL type structure for body paragraphs (Point, Expand, Evidence Link)

Practice placing a context to any sources/evidence or quotes so that whilst students need not necessarily in text reference they provide some understanding of the reliability, authorship and potential bias or view of the evidence

Planning for March Moderation 2020 - Statewide Samples

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

C4 - - externally examined elements (4/1/4.2/4.3/4.4)

Sharing Resources

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

Visual stimulus questions and other stimulus questions to be shared to assist teachers in preparation for the external examination

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 inclusion of elements 2 and 3 of Criterion 3 in the external exam requirements is of deep concern to all teachers. It is rightly and better placed as part of the students research requirements. To describe and analyse the relevance, reliability and authority of sources and interpret these sources based on context, purpose and bias is far too demanding of the exam situation. We hope this will be taken into consideration with the review of the course as it comes up for review.