

2020 September Moderation - Report



Meeting Details

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 5 = Element 1, Element 2

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

B- - Group 1, A- Group 2, Group 3 - B

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

There was evidence of a development from the expectation of the C of describing and analyzing to B level with a few examples of critically evaluating but not sufficient for the A range.

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

Student needed to make a direct link between the question and stimulus- clearer signposting -in the introductory paragraph. Greater reference to sub-variants, greater acknowledgement of the complexity of the tradition in different uptake of practices between sub traditions, across time and in level of participation and uptake by adherents. Candidate is to be commended for their knowledge for which they would be rewarded on Criterion 1 - complexity of the sub-variants and complexity in the uptake and evaluation of the way Christian beliefs and practices provide a distinguishing sense of purpose for adherents needs drawing out for greater nuance and re-enforce the complexity.

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

B was the consensus

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

Clearly form the introductory paragraph to link to the stimulus cartoons and question to your response. If the signposting was there then discussion which honed in on materialism and consumerism as referenced by the student would have a context. Find ways to articulate the differentiated perspectives which all fall under the very wide umbrella that makes up the range of Christian sub traditions. An evaluation of Christian ideals rather than judging the practice. Being an adherent is

complex and challenging

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Element 1, Element 2

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

Group 1 - B, Group 2 -B, Group 3 - B-

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

The student's excellent knowledge of core beliefs and practices were expressed throughout and would be rewarded on Criterion 1. There was a reference to the sub variants too.

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

Once again greater reference to the sub traditions and the complexity and range of practices within them would be required. The student did not make a full critical connection of the way the individual or community finds a sense of meaning

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

The difficulty discussed was how to reconcile a rating on Criterion 5 if there is a slight differentiation on the elements. In an exam setting the marker may tend to reward on the highest of the two elemental ratings but at the moderation the distinction needs to be relayed back to the student.

B - consensus

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

Greater evaluation - stronger statements of how beliefs and practices inform adherents individually and collectively in their day to day life and over a life time to gain a sense of meaning and purpose. ie. What does it mean to an adherent Jew to practice Sabbath rituals how does it support the faith of the individual and the community - how might it be observed or observed differently by different sub variants? Equal treatment of beliefs and practices and how they inform a sense of meaning and purpose is important.

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Element 1, Element 2

criterion

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

C rating agreed upon by all groups

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

Insufficient evidence of anything more than description and analysis of individual and communal practices and beliefs by adherents in seeking meaning and purpose.

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

More sophisticated and detailed knowledge and analysis for the B rating and drawing out nuanced difference between sub traditions.

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

C - no critical evaluation - terminology and knowledge would be rewarded with a B perhaps on knowledge but not on Criterion 5

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

Reference to the sub traditions and a more nuanced discussion of how Buddhist adherents find a sense of meaning and purpose through specific beliefs and practices within each sub tradition especially between Mahayana and Theravada tradition.

Planning for March Moderation 2021 - Statewide Samples

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

Criterion 1 - externally assessed elements 1.1, 1.2, 1.3

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

TASC end of year external examination samples - (for the last time) from Section B - Significant Challenge and Change Historical and Contemporary

Sharing Resources

Please record any links to or details of resources that were shared, or describe any

Marking Co-coordinators will locate and share a strong A on Criterion 5 on externally examined elements and email to all.

Discussion of the change for 2020 on the Ethics section to be Short Answer rather

assessment strategies that were discussed.

than an essay. Students have experience of writing short answer responses in other subjects and as a rule and given time constraints no introductory paragraph would be required, multiple paragraphs and aim to draw conclusions. It will be important that there is consistency of expectations in the marking team assigned to mark Ethics. As 11 elements will still be assessed and it has equal weight to the other sections in terms of ratings some decisions may need to be made about excluding emphasis on some elements i.e. C3 - element 4 as comparison between ethical approaches which will not be possible this year. Strong candidates that use terminology and provide evidence and quotes will still be rewarded. Discussion of the strength and weaknesses of the approach will be a good approach for comparative and evaluative work. Whilst the candidates will have 75 minutes each for Section A and B the markers will only expect of a candidate what could be reasonably completed in 60 minutes given our COVID 19 adjustments.

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:

Russell Cooper reminded the group that Studies of Religion 3 in 2021 would be delivered as for 2020 course - extension due to COVID 19. Course to be rewritten in 2021 as part of the Tranche 1 offerings. Russell encouraged schools to consider taking up the offer to be involved in the new course development and writing in one of two quite distinct roles - (1) Sponsor of the course or (2) Critical Friend. GYC has made an initial offer to sponsor the course but expressions of interest will be called for to all schools in due course. Sponsor schools will have a role in the original shaping of the course the way it will look, communities of practice and PL and may be asked to be moderators in the first year of the course. Critical friend will have a role in the writing, editing and consultation around the writing of the course at the more detailed level of writing. St Pats indicated that they would like to be involved but all invited to consider. End of Term 3 will be the due date for expression of interest. Justin Snow thanked for his IT support. The full state on line meeting format was well received by the group.