

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

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

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

B

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

Structure not great, discussion not analysis, However, some good intext referencing Reference list not wide and mostly on online A lot of conversation around the use of primary sources, could have done this better, long quotes

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

Less dumping of evidence, cut and paste

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

Element 3 - In comparing and contract "Some say that this stance" which isn't strong academic for the interrogation of this

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

Wider reference list not wide and mostly on online

Moderation Details for Calibration - Sample 2

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

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

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

C+

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

More of a biography on Mother Teresa rather than a evidence selected to make the argument.
 More thought and structure, liked more for structure and analysis
 No intext referencing throughout, where is the link to the evidence
 Inconsistency in the writing, some very fluid and others less so, questions of cut and paste and originality.
 They've have quoted Mother Teresa (life), Buddha - not detailed, paraphrasing
 No - some say or critical analysis
 Rich discussion of sophistication, however, question of the biography and being a faith based.

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

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Sample 2 - What actions would you recommend

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Moderation Details for Calibration - Sample 3

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

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

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

A-

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

Lots of quotes, intext referencing, backing up what they were saying
 The questions asked to take a theist and non-theist /question atheist (excluded)
 Following structure of the task, "Thus, theist justify" although it was very good.
 Is the evidence being used structurally to justify and interrogate?
 Evidence heavy at the beginning, became more analytical as the essay went on.
 The writer understood the evidence and contrasted the information well.
 Impressed with the array of evidence, numerous books and wide research

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

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

Yes, there was detailed discussion on the difference between Criteria 4 and 6, that Criteria 6 would not be as well rewarded

Sample 3 - What actions would you recommend for teachers to help the student attain a higher

The writer included more information than what appeared in the Reference List, the recommendation would be to include this wider reading in the reference list

rating (or ratings)?

Planning for March Moderation 2022 - Statewide Samples

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

Section A, Criterion 3, Elements 1, 2, 3 and 4.

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

Friends, SMC and GYC

Sharing Resources

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

Discussion about the new course, we have a request from TASC to provide Professional Learning for the Colleges and teachers on this new course.

Especially as the new course will be portfolio and not exam.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Professional Learning on how to support students to achieve good outcomes in the new course