

2021 March Moderation - Report



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 1 = Element 1, Element 2, Element 3

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

T+

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

Sample 1: Islam

Resounding T or T+, discussion around what makes a T or T+, the moderators stressed the importance of distinguishing between a T or T+ because in the overall mark allocation there is a difference. Unanimous agreement this sample was T+ as there was a definite attempt and a page and a half of content that whilst did not directly address the respond to the events of September 11 and terrorism in a way that reflected on the impact of adherents it was an attempt.

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

The candidate would need to do more than give a step by step account of the events surrounding the attack on the Twin Towers. Naming the challenge as Islamophobia would enable the candidate to introduce discussion on the way this significant act of Terrorism has changed the view of those outside the tradition to Islam and the often distorted meaning of the term Jihad and the acts of terror purported to be in the name of Islam and the way adherents have been affected by media portrayal of this event in history.

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

Clear cut - lack of content - few if any terms, concepts or relevant ideas progressed in addressing the specific requirements of the question.

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

Read the very specific suggestions in the external examiners report for 2020 and ensure students write about the challenge to the religious tradition from the perspective of how it has directly and indirectly impacted on the religion itself and how the religion is viewed both within the tradition and by those outside the tradition. How have adherents been impacted by the events of September 11.? How has it impacted on their core beliefs and practices? Being able to explain the challenge and articulate the response to it is essential for a C rating.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Element 1, Element 2, Element 3

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

Discussion of where it sits in the B range - B or B- (Breakout room 1) C or C+ (Break out room 2)

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

Conversation in break out room (1) that this sample did address the question specifics and did showcase knowledge of the challenge of Islamophobia within the Islamic tradition. The extent of this knowledge and showcased understanding placed the sample in the B or B- range, a discussion then took place on how the knowledge on this topic seems static and not necessarily contemporary or up to date.

Breakout room 2 had a slightly different discussion landing on C or C+, one teacher highlighted the issue of violence and Islamophobia as only one of the points of knowledge that can achieve this goal and the essay lacked the higher level of clarity. Would have like jihad and terrorism to be discussed in conjunction with a better understanding of the challenges within Islam and the differing responses from Muslims at a localized level and differing interpretations of the important notion that the issue of violence is at odds with the core beliefs and practices of the tenants of Islam.

Moderator 1 , summarized the role of the teacher as being to help a student firstly to name the challenge and secondly to identify the specific context of the challenge.

Both Moderators highlighted the discrepancy between internal and external marks on this Criterion 1. Questions on whether we be less generous internally or is it merely a fact that students remember less in exam conditions.

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

Once again a very clear articulation of the scope of the challenge and the ways that the tradition has been challenged and responded to the challenge. There have been statements issued by Imams globally in response to both terrorist and lone attacks by right wing supremacists and there have been attempts to present positive messages in the media of Islam as a religion of peace. There are however many different groups that Abdullah Saeed identifies even within Australia . The culturally diversity of Islam within Australia is an important starting point for discussion of the challenges that Islam faces as adherents practice their faith and express their faith diversely in the modern world.

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

B- across the three elements

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

Please refer to the writings of authors and academics such as Abdullah Saeed who provide a more nuanced overview of Islam in Australia and how culturally diverse Muslim groups are within Australia and the challenges Islam faces in interacting with broader Australian society and how media influence perceptions of Australians to adherents within the tradition.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Element 1, Element 2, Element 3

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

A range

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

Agreed that this sample sits in the A range. Incredible amount of detail, long blurb at the beginning. A very long lead-in. There should be a question or raising of a focus, this essay took a long time to arrive at the conclusion 'how is the holocaust a challenge to the faith' and using more of a focus to arrive at the outcome of this as the A+ way of answering the question. Discussion of the participants led all to agree that this is a high end and sophisticated response. Furthermore, a discussion regarding the syllabus dot points, every essay doesn't require every syllabus point to be covered. That an essay should be answering the question and arriving at a key focus answer. Group awarded an A rating for this sample

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

A more disciplined focus in the introductory paragraphs, up take of more structured body paragraphs and fine tuning of the response to directly answer the question. A good conclusion that summarizes key points very strongly.

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

Group awarded an A rating for this sample

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

Continue to look at the P.E.E.L structure for paragraphing and make the introductory paragraph more focused and refined so that the candidate clearly showcases the points on which they will expand.

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 4

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

Simone McManus - GYC - 3 Depth Studies

Sharing Resources

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

Peter Vardy isn't coming this year. Thinking about building up our resources, even people resources. The discussion arose is there a possibility of a person who might be able to be a guest speaker on topics such as Suffering, Ethics, someone from the University of Tasmania? The group agreed that it's worth exploring. It also presents as an opportunity for students from the North West to be able to visit and see the university - a wonderful opportunity. Simone said she would get in contact with Rupert Black and look to who might be available to talk to schools or provide a series of brief lectures for us in areas of Philosophy and Ethics.

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:

Russell Cooper joined the meeting and also wanted to highlight that the new versions of the Level 2 and Level 3 courses will be open for consultation opening on the 22nd March and ready for feedback until 30 April.