

2021 March Moderation - Report



Which meeting is this report for?

Philosophy 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 = Overall

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?

Good overview of Thoreau and critique with Knight, yet no conclusion from the analysis available. Good use of supporting evidence and a solid understanding demonstrated with reference to Zizek and anthropocentrism. There is precise information on Thoreau which is ideal for C2, but this does not necessarily translate into criterion 5.

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

Further analysis is required for an A, as it does not "synthesise an analytical position". An A standard should include consolidation of a contemporary example with a real world setting. There was a lack of engagement with the criticism at times, which was descriptive rather than critical, with a focus on the descriptive as opposed to the critical. There was a lack of conclusion through the discussion, which is desirable for an A level response.

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

Group consensus was toward a B rating, with discussion focusing on the awarding of a B+ as opposed to a B. Due to the level of critical analysis to contemporary settings, and A was awarded.

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

Further analysis and engagement with the consequences of contemporary application further extrapolated. This would build to a stronger conclusion. An A standard should include consolidation of a contemporary example with a real world setting.

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall

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

t+

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

Some evidence of content knowledge is portrayed with minimal links to the contemporary setting. This was largely inferred through the points given of factual information. The topic was vague, but not necessarily aligned.

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

Paragraphs as opposed to dot points to convey analysis of the contemporary setting. To achieve to the standard, a link to a contemporary issue should be present with an example.

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

Group consensus was toward a lower standard, bordering on a pass standard due to the lack of scaffolding to the question and full essay response. Minimal understanding was demonstrated.

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

Further link to a specific contemporary example with supporting evidence from the body of an essay, as opposed to a summary of dot points.

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Overall

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?

Critical analysis on relevant philosophers such as Hook and Moreton-Robinson. Women of colour with appropriate links to history and politics were addressed with practical questions. A thorough knowledge of the topics was demonstrated with reference to existentialism, western civilisation, a fixed female essence and freedom in an abstract term. Analytical and sophisticated language was utilised to strengthen their arguments.

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

For a plus rating, an expansion on intersectionality and the contemporary debate would be desirable.

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

Consensus was on a high level paper with in-depth understanding of the contemporary debate, with supporting evidence. Intersectionality would have strengthened their response further.

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

Excellent response overall. Further engagement with the contemporary feminist debate of intersectionality is desirable for the plus rating.

Planning for September Moderation 2021 - Statewide Samples

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

Section A, Mind and Body. Criterion 2 and 3.

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

Benjamin Felstead

Sharing Resources

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

Questions were raised as to the exam specifications of 2021 and what is to be retained/eliminated from the exemptions of 2020 due to covid-19. Three essays for the external exam as opposed to 4 was strongly agreed upon by the group as further consideration for future rewrites. It was recommended by the group that 3 essays in 3 hours was leading to comprehensive response from students and would be desirable for future exams, engagement from students, and pedagogical practice. The issue of addressing criterion 3 on more than one section of the exam paper was raised if the 2020 recommendations were to remain.

Other discussion centred on the desirability to assess a paper between a C+ and a

C- standard for further moderation.

Some resources were shared via email to new teachers of Philosophy 3.

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:

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