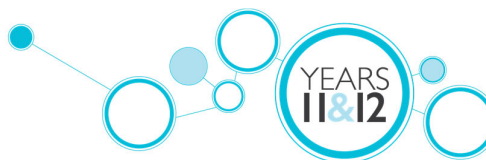


# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which meeting is this report for?

HASS - 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 1 = Overall  
Criterion 3 = Overall

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

C1: C+, C3: C+

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

For criterion 1 the argument did not always link and the conclusion was superficial.  
For criterion 3 there was not sufficient explanation or evaluation - really, only description

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

Addressing essay question in introduction/conclusion.  
More analytical/evaluative thinking.  
Clearer justification for conclusion in analysis.

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

Showing examples of essays that address the above issues clearly.

## Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall  
Criterion 3 = Overall

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

C1: A- C3: A-

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

For C1 there was a good structure and excellent vocabulary.

For C3 there was some good evaluation and synthesis of philosophical ideas.

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

For C1 a clearer focus on the 'responsibility' aspect of the question would be beneficial.

For C3 the reasons for rejection of some arguments was insufficiently justified.

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

Northern meeting had this sample a little higher at all A/A+

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

Practice clearly addressing essays questions.

### Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall  
Criterion 3 = Overall

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

C1: B C3: B+

sample?

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

C1 - Good macro structure and mostly clear expression.

C3 - Agreed that there was potential here but didn't use Midgley's quite well enough to defend Free Will.

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

C1 - Clearer expression at the sentence level.

C3 - More evaluative voice. The response was overly descriptive. The conclusion needs to be more clearly justified by preceding analysis.

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

Sharing examples of evaluative writing.

Reading essays and highlighting the points in the body that lead logically to the argument in the conclusion.

## Planning for March Moderation 2020 - Statewide Samples

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

TBC - Pending current course writing.

## Sharing Resources

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

Our discussion was primarily focused on the current course-writing process rather than teaching strategies.

This resource on types of feminism was shared:  
<https://revisesociology.com/category/feminism-2/>

## Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

There was consensus between all teachers in the North and South that the current re-write should not be implemented in 2020. The Southern teachers drafted the following key concerns:

1. It is unacceptable that, at this stage in the year, it is not clear what the course being delivered in 2020 will include.
2. All teachers should have been informed that a significant re-write was underway (some teachers only learnt this on Friday).
3. There was a lack of transparency regarding selection of critical friends.
4. There were no female teachers included in the initial group of critical friends. One female critical friend was added late in the process, but she was unable to influence earlier decisions.
5. There is now insufficient time to seek and implement public critical feedback on the course fairly and effectively.
6. It has not been made clear how feedback on the draft course will be assessed, implemented or responded to.
7. Having been through a series of rushed re-writes in the past few years, we are at risk of repeating history and ending up with yet another 'stop-gap' course.
8. Philosophy teachers have already been unfairly burdened by having to adapt to the 'shifting goal posts' of curriculum in the past 4 years - adapting to further changes in 2020 is not reasonable.
9. Time is needed to develop and deliver necessary PL to support teachers to deliver a new course - it is impossible for this to happen before 2020.
10. The above two points are exacerbated by significant but unconfirmed proposed changes to external assessment structure.
11. The process of counselling students for their 2020 subject selections has already been compromised due to uncertainty about the course in 2020.
12. In light of the above and given that the existing course is still accredited for 2020, we are calling for the implementation of the proposed course to be delayed until 2021.