

# 2020 September Moderation - Report



## Meeting Details

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?

Crit 1: B- Crit 3: B-

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

Good general account of the concepts, a few lapses in their knowledge.

Didn't give ample reasons for (dis)agreeing with the question. Some muddle in explaining Searle but described his position without evaluating. Some issues with expression; syntax and grammar fairly unsophisticated but Chinese Room, for example, described in such a way that demonstrates student's understanding of that thought experiment's relevance to the concepts.

Functionalism described reasonably - qualia not analysed sufficiently.

Towards the end, the essay became stronger.

## 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?

Crit 1: A- / Crit 3: A

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

Structure of argument capable and sophisticated.

Evaluation reasonable and quite nuanced.

Depth with Jackson and Mary and the B&W room rather than breadth using a range of proponents.

The syllogism for Mary's room is very sophisticated.

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

At least one more proponent of the persuasions - consistency of evaluation throughout the essay would make it a solid A.

A little more clarity.

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 sample?

Crit 1: B      Crit 3: B-

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

The language is fairly fluent and this is a distortion as the description of functionalism is flawed.

Rhetorical questions are essentially 'padding' with insufficient analysis.

Discussion of David Chalmers as a property dualist is perhaps too vague and superficial.

Reasonable understanding of the Chinese Room and zombies thought experiments.

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

Both the discussion around David Chalmers as a pan propsychist and functionalism need more depth.

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

Encourage student to avoid rhetorical questions in favour of substantiated claims.

rating (or ratings)?

Planning for March Moderation 2021 - Statewide Samples

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

Criterion 5

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

Russell Cooper – Curriculum Leader

Sharing Resources

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

'Into the Wild' is terrific for teaching Thoreau.

'I Robot' for functionalism and 'Ex Machina' .

'The Constant Gardener' for ethics and certain episodes of 'Black Mirror' for functionalism.

'The Truman Show' for epistemology.

'Oedipus Rex' precis for Free Will and Determinism.

'Artificial Intelligence' for mind/body.

Astra Taylor - political philosophy film: 'What is Democracy?'

A share-drive for resources would be great.

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:

Importance of Section A - all four criteria are being assessed this year so students need to be apprised of the relative weighting of this section so this is the 'highest stakes' section.

