

2020 March Moderation - Report



Meeting Details

Meeting took place in:

Statewide

Which meeting is this report for?

Arts - Dance Choreography & Performance Level 3

Moderation Details for Calibration - Sample 1

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

C-

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

Sample 1 SPRING AND MANIPULATE

Please note the final mark is the award given, but has been generated from two essays supplied by the one candidate for criteria 1

Overall ratings ranged:

1 b+ 2t+ 3c+ 5 cs

Final overall we came to C-/T+

We thought the essay was written more as a retelling/narrative of the process of choreography: lacking some evaluation, analysis and formal essay structure. 1

A discussion and consensus at the elemental level was not reached.

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

Formal essay structure applied. All parts of the question addressed.

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

Teacher checking and emphasis on drafting essays: there needed to be a process in place to ensure no missing pages in essays and no double sided printing, with submission being at least 5 days before TASC due date. Students need to be aware that essays will be marked down if they cut and paste from one essay to the other.

Moderation Details for Calibration - Sample 2

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

B-

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

Essay has structure, generally sound grammar, spelling, and has a range of terminology used: it recaps choreographic process.

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

Greater range of terminology used.

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

It was noted the student had added the entire newspaper article in the appendix, when only a sample from the article could have been included.

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

Appendices should be added only if you want to add clarification. They can assist in avoiding the essay being convoluted with quotes.

Moderation Details for Calibration - Sample 3

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

none

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

No consensus reached

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

No consensus reached

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

no consensus reached

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

A great disparity in discussion and rating was evident. Audience impact was not considered to be a necessary part of 'performance' and choreographic process..
Our preference is that that future meetings are skyped from the commencement of the meeting.

Planning for September Moderation 2020 - Statewide Samples

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

criteria 8, all elements

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

unknown

Sharing Resources

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

NA

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:

Please confirm whether the 2021 Dance course writing has been finalised, incorporating recommendations for Years 9-12 Curriculum.