

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 13, 2018 2:07 pm

Meeting Details

Meeting Venue:

Both (use this if you are submitting a report on behalf of both regions)

AM or PM session?

AM

Which Learning Area is this Report for?

Arts

Which AM Meeting is this report for?

Arts - Dance Level 2 and Dance Choreography & Performance Level 3

Moderation Leader Name

Christine Gilmour

Moderation Leader Email

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Minute Keeper (if available)

Christine Gilmour

Minute Keeper Email

christine.gilmour@education.tas.gov.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend

Rebecca Miller
Angela Strk
Casey-Rae McCrickard
Fiona Hickman
Nichole Smith
Josie Emery
Christine Gilmour
Angela Barnard

and adding anyone who was extra on the day

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

Keren Smithies, Sally Snell, Sophie Lucas

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C8

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

B

What evidence supports the rating (or ratings) the group has given

After some discussion it was agreed that while there was an initial disparity in the pre- marking of this sample when the group unpacked the standards set out in the standards document a consensus was reached\agreed upon. The group acknowledged a lack of sophistication in regards to manipulating the movement and linking sections. Discussion also centered around the communication of intention. When an intention is clearly communicated via the movement (C7) it can influence the assessment of C8.

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

It was agreed that with clearer variations in contrast e.g. a definite climax and contrast this sample piece could have potentially been awarded a higher rating.

What actions would you recommend for teachers to help

It was generally thought that this student had possibly reached their full potential. Further experimentation with changing dynamics may have be beneficial.

the student attain a higher rating (or ratings)?

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C8

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

B

What evidence supports the rating(s) the group has given

The group agreed on a B rating without any discrepancy.

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

More evidence of arranging movement specifically to communicate the intent of this piece together with a more sophisticated linking of movement phrases.

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

Improving transitions and further development of movement phrases to a more sophisticated level.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C8

What rating (or ratings) has the group assigned

C

this Sample?	
What evidence supports the rating(s) the group has given	Despite some initial discrepancies the group came to a consensus that there was limited evidence of manipulation of movement to warrant an assessment higher than a C rating.
What evidence would you need to see in order to assign a higher rating (or ratings)?	The pathway utilised by the candidate at the start of this piece could have been used more fully to communicate the idea of fear of failure. The candidate left the corridor without any linking this to her overarching theme.
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The candidate could have been encouraged to consider how she may have further explored the concept of fear in relation to attempting the unknown, for example paying particular attention to the idea of corridor she had created and how she could link this to her choreographic intention.

Summary of any further samples moderated

Further samples - Criteria assessed against	C8
What ratings have the group assigned this/these Sample(s)?	A-
What evidence supports the ratings the group has given	It was noted that some markers had assessed this sample in the B range. After some discussion it was agreed that an A- best represented this sample. It was suggested that the candidate's performance and technical skills could have influenced markers' decision making. Each element of C8 was discussed in detail and it was agreed that element 3 was not a clear A.
What evidence would you need to see in order to assign a higher rating (or	more evidence of movement phrases and 'dance sections' would have resulted in an A rating.

ratings)?

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

Encourage the candidate to create further movement phrases to support her intention. This would enable her to showcase her strengths as a choreographer and to fully meet the requirements of an A for all elements of C8.

Planning for September Moderation 2018

Are you planning on:

Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing

Please list the criteria to be moderated:

C7

Briefly describe the type of task you plan to look at:

Assessing movement vocabulary. We would like to look at a number of samples that feature the following.

.Males

.Students with particular dance backgrounds e.g. hip hop, ballroom, ballet

N.B Rebecca Miller will supply some samples and Angela Styk also has some samples.

Please state the name of the person supplying the samples for the September moderation

Rebecca Miller

Email

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Sharing Resources

Course Support

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Other: Not applicable