

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Drama Foundations Level 2

## Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

2.1-2.6  
3. 1 & 3.2

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

2: C-  
3: C-

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

Lacks content and accuracy.  
Assignment did not address what was being asked.  
Some inconsistency between task and assessable elements in C2  
Tasks did not reflect understanding of content. Near all information provided was copy and paste – not analysed and reiterated in own words.  
Referencing was accurate – but not an element for assessment.

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

Address the task requirements specifically stated in the dot points.  
Synthesise research into own words and accurately reference in text so it is clear what is own and researched.  
Clarify understanding, address personal opinion and response & resubmit work.

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

Sample 1 met what the teacher had asked via task requirements, but the standard of writing was not synthesised, and the information was copy and paste without specific reference in text to where it had come from.  
Questions around where criteria and elements linked to assignment. Majority of moderation participants agree, however consensus is to take back to student for clarification and resubmit for a higher result.

Sample 1 - What actions would you recommend for teachers to help the

Clarify in assignment what criteria and elements are being assessed and ensure they match with task requirements.

student attain a higher rating (or ratings)?

Complete as a drafting process. Do the assignment against what students understand their being asked to do, look through drafts and then produce a final copy

### Moderation Details for Calibration - Sample 2

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

2.1-2.6  
3.1 & 3.2

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

2:C+/B-  
3:C+/B-

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

Met the requirements of the task.  
Writing not synthesised but does address assessment requirements & criteria.  
Describes the meaning and purpose & talks about intention.  
Responses go into more detail through explanation rather than identification and description.  
Better research, more accurate, however does show lack of synthesis.  
Phrasing and structure of response lacking, particularly in regard to explicit language.

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

Personal opinion from the research.  
Express ideas of own understanding of content, rather than a copy and paste response.  
Consistency in information re. terminology and definitions of research topics.

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

Sample 2 was stronger as it met the requirements, again writing was not synthesised and relayed in own words, but did have more elements of this. Explanation was stronger and supported with research, though lacked some synthesis.

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

Clarify in assignment what criteria and elements are being assessed and ensure they match with task requirements.  
Complete as a drafting process. Do the assignment against what students understand their being asked to do, look through drafts and then produce a final copy.  
Ensure student included personal opinion and explained their point in all sections of the task.

### Planning for March Moderation 2022 - Statewide Samples

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

C5

C6

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

Emily Di Pretoro

Additional people for samples if above not attained: Jeff Michel/Jason Morrison

### Sharing Resources

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

Participants noted that benefit would be had from having a face-to-face meeting for our March 2022 moderation. Participants noted that robust discussion can more easily be had in these situations to gauge thorough assessment. Face-to-face ensures the process cannot be interrupted by technological mishaps such as the ones that happened in this meeting and the March 2021 moderation.

### Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Curriculum to consider in relation to this course:

N/A