

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	2 & 3
Sample 1 - What rating (or ratings) has the group assigned this sample?	C2: B+ C3: A-
Sample 1 - What evidence supports the rating (or ratings) the group has given?	<p>C2: Believable character. In the body – connected to what they were doing. Communicating the apprehension and confusion of character in the situation. Playing to the age or character (portraying 12yr old).</p> <p>C3: Handled stagecraft Levelling, spatial awareness. Interactions with ensemble. Understood how to communicate meaning.</p>
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	<p>Stakes could've been higher – reactions.</p> <p>Intensity and emotion were there, could've come through stronger in the responding and reacting.</p>
Sample 1 - Summary of group consensus with comments to element level if applicable.	Moderation participants unanimously agreed that sample 1 was stronger than sample 2 in both criteria 2 & 3. Sample 1 provided clear evidence for assessment against related criteria.
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Students needed to lift his energy when interacting with ensemble members to bring them into the A range for Criteria 2. Very strong in C3.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	2 & 3
Sample 2 - What rating (or ratings) has the group assigned this sample?	C2: C+ C3: C+/B-
Sample 2 - What evidence supports the rating (or ratings) the group has given?	C2: Lack of pairing between physicality & vocal work. Student did everything they needed to do but did not extend into the next range. Thinking there, just not reacting to ensemble. C3: Lacked full engagement with ensemble, but did show conscious listening and engagement with others. Understood how to communicate ideas of character & play.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	C2: Needs to work on being more natural. Thinking in character. Using more of the stage space. What their motivation is – why do they do what they do? Some more physicality to support voice. C3: Listen and react, rather than pre-empt action & response. Engage fully with props and space.
Sample 2 - Summary of group consensus with comments to element level if applicable.	Moderation participants unanimously agreed on assessment for Criterion 2 as the sample provided clear evidence for assessment. For Criterion 3, some participants marked lower due to lack of clarity of age and situation the actor was portraying. After discussion, consensus was met, and student provided borderline mark.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Student needed to match their vocal and physical characterisation to show a fully developed character as well as not pre-empt their actions to move firmly into the B assessment on both Criteria.

Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	C4 C6
State the name of the person who will be providing the samples for	Jess Magee

September moderation.

Persons for samples if above not attained: Jeff Michel

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