

# 2021 March Moderation - Report



Which meeting is this report for?

Drama 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 7 = Overall

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

A-

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

- Well structured essay (topic sentences, paragraphs linked)
- Good terminology
- Some use of referencing and quotes
- Some mention of drama theorists

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

- More examples. They explained what they did, but didn't always explain how or why
- Keep the question more present throughout
- Stronger paragraph 1
- There were a few grammatical errors throughout
- The student mentions their use of Stanislavsky, but could have given more detail about this

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

- Specific use of examples of the 'why' and 'how'
- Specific reference to theorists
- Teaching students how to scaffold a paragraph/essay

### Moderation Details for Calibration - Sample 2

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

Criterion 7 = Overall

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?

- Some good detail (describing the movement piece)
- Student answered the question well
- Student went in to the why and how fairly well

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

- Descriptors need to be more specific
- Stronger reference to the text
- Less repetition of ideas
- Essay was hard to follow at times. More structure needed.

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

- Teach students how to scaffold paragraphs/essays
- Make sure students don't assume that the marker will know the play

### Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 7 = Overall

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

C-

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

- Incomplete essay
- Student did include dot points, but they weren't detailed enough to give the examiner a clear idea of where the essay was going
- The student did present some good ideas in the first page

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

- Complete essay or give more detailed dot points
- Student needs to think about the way they are presenting their ideas
- Student could have possibly used the time completing dot points to complete another paragraph

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

- Teach time management strategies
- Practice essay writing under exam condition.

Planning for September Moderation 2021 - Statewide Samples

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

Crit 5 & 6

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

to be decided

Sharing Resources

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

- <https://dramatas.org.au> (email [ncollins@friends.tas.edu.au](mailto:ncollins@friends.tas.edu.au) for information or receipt)
- [trybooking.com/events/landing?edi=718632&](https://trybooking.com/events/landing?edi=718632&)
- Matthew Stolp has emailed TCC information to drama teachers

Course Support

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

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