

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Musical Theatre Level 2

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Element 1, Element 2, Element 3, Element 4, Element 5

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?

The student receives a lower result due to not using the specific language that is asked for in the specific elements of the higher results. The wording of the elements again made this difficult due to the understanding of a difference between a 'challenge' and what might be a 'problem'. Also, not specifically explaining things as a challenge but obviously has a strong understanding. The requirement on the final elements to identify what needs to be worked on for the future and the absence of this has meant that the student has not met the criteria.

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

It just needs to have the specific wording to meet the standards and each element.

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

There was a lot of discussion on this being a level two course and the student wrote very well with a great understanding and it should be at A level but the elements do not allow it to reach this.

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

Rewording the questions to better meet the elements of the criteria. Explain the difference between a 'challenge' and a 'problem' in developing a performance.

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Element 1, Element 2, Element 3, Element 4, Element 5

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

C

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

As with the notes from sample 1 - wording of questions do not necessarily allow for the specific language for the criteria.

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

Specific use of wording from the elements and more in-depth reflection.

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

same as sample 1

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

same as sample 1

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Element 1, Element 2, Element 3, Element 4, Element 5

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

B-

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

References a specific song from the musical which takes it further. Concise answers but does use some technical language and the language that meets the elements better than sample 1 and 2.

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

see notes from sample 1

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

see notes from sample 1

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

see notes from sample 1

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 5

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

Travis Hennessy

Sharing Resources

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

No resources were shared

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:

We request an opportunity to meet during the year to review the criteria and the elements to make sure they are more accessible. Also, there were only three participants in the meeting this morning and two who had pre-submitted results due to clashes with many of the other performing arts courses, especially level 3 courses. It would be beneficial that this be avoided to allow for more input and discussion and perhaps needs its own day since it has not been moderated before to ensure all schools are represented.