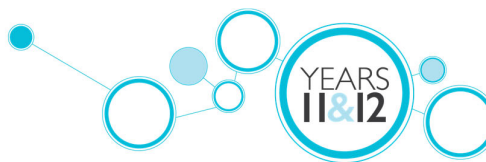


2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which meeting is this report for?

Arts - Theatre Production 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?

C, B-, C+

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

Written expression wasn't very strong, basic description but not going into analysis, except for section on physicality. Limited in theory and not explanation of how or why it was used. The referencing was not strong enough and that is across three of the elements in the criterion.

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

Control of language. Stronger analysis of discussion points. Better referencing.

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

Consensus was reached at C+

applicable.

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

Need to make sure that the students are referencing the theorists and where they have found out about the technique and not just saying that they used the theory. Also need to reference specific referencing and research including YouTube for accents.

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-, B+, B

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

Referencing not evident. Lack of detail on the second character. Was well written but the referencing was the biggest issue. Talked about theory well but need to link to the text more.

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

Need to not over complicate what they are writing. Referencing. Need to link theory to text more.

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

There was concern and discussion around Sample 2 and that there are three elements that focus on referencing and that the work sample was given an A externally without referencing within the work. Discussion was also around the elements on precise use of language, and critical analysis and that that meant that the work did not meet an A rating on five of the elements on Criterion 7, out of nine.

Consensus was reached at a B.

Sample 2 - What actions would you

Ensure referencing is completed. Relate the theory back to the text.

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

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?

A-, A-, B+

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

Strong example. Well written. Referencing again the issue.

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

Referencing needs to be completed.

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

Well written and analysis and theory well presented. Great detail. Just needs to meet referencing.

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

Referencing needs to be completed.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 7 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?

C+, C+, C, B-

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Monologue section was strong. Didn't reference theorists within the play section of the sample. No in-text referencing. Typos and not proof read fully.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Referencing. Control of language. Proof reading.

Sample 4 - Summary of group consensus with comments to element level if applicable.

B- consensus.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Proof reading and referencing.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 2 and 3

Sharing Resources

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

Sharing of titles of plays for end of year pieces

Course Support

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

Referencing is the biggest issue on all of the written samples for Theatre Performance 3. There are three elements within the criterion that are related to correct referencing. There is concern that there is not consistency across all panels within the state.

Making sure that the end of year monologues are appropriate and the content that will be presented, particularly in the South of the state where the students perform in front of students from other schools.