

2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which meeting is this report for?

Arts - Dance 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 1 = Overall, Element 2, Element 3

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?

Student shows a strong control over a range of dynamic - there are ,however, a couple of moments that the arabesque movement was not fully extended, hence the A- from some submissions

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

NA

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

We said element one was not applicable.

Element two - we saw that the dancer executed a wide range of movement actions, skills and qualitative aspects. The dancers didn't look sideways, but appeared to recall the sequences accurately. There was a varying level of complexity in the sequence.

Sample 1 - What actions would you

NA

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

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall, Element 2, Element 3

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?

Element one was not applicable.

Element two - the dancer had physical control over their movements. Dancer did not perform the range of qualitative aspects of certain movements.

Element three - the dancer did recall sequences but looked sideways at times to know what was next.

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

No looking at other dancers to know what is about to come next. Desist from touching hair. Show qualitative aspects of movements.

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

Element two - the dancer had physical control over their movements. Dancer did not perform the range of qualitative aspects of certain movements.

Element three - the dancer did recall sequences but looked sideways at times to know what was next, therefore a B overall.

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

Rehearsal to attain greater accuracy and qualitative aspects of particular movements. Enable student to view video of performance.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall, Element 2, Element 3

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

T+/C-

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

Element one - NA

Element two - the dancer had some physical control over a limited range of movements. No qualitative aspects in movements.

Element three - dancer did repeat movements and was involved in performance.

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

Element two - greater control over all movements

Element three - no looking at others for guidance, more nuance/qualitative aspects in each movement.

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

The dancer had some physical control over a limited range of movements, but there was no qualitative aspects in the movements as compared with other dancers, particularly sample one.

Greater confidence and accuracy in movement with no pre-empting or lag in performance movement execution.

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

Repetition of sequence in group and by themselves, to activate their own way of remembering the sequence. Find memory techniques such as assigning a word for each movement, creating a sentence to 'sing' the sequence as they do it, and thus prompt memory and accuracy.

Planning for March Moderation 2020 - Statewide Samples

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

Criteria 1 - elements 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.

NA

Course Support

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

NA