

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

Arts - Drama Foundations 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 5 = Overall

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?

- Memorised piece
- Some degree of intention
- lacked articulation, energy and movement
- No costume or prop involved

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

- Actor needs to incorporate movement
- Use of stage craft/props needed as an element in the criteria
- Actor needs to show more variation vocally and physically

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

There was a strong consensus that this student receive a C.

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

Work with student on using stage, incorporating physicality and voice exercises focusing on articulation

Moderation Details for Calibration - Sample 2

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

Criterion 5 = 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?

- Student showed good energy, passion and commitment to performance
- Memorised well
- Intention and context of performance was clear

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

- Further use of physicality
- Work on vocal quality
- continue to build on stagecraft skills

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

Groups discussed where this assessment sat within B to B+ territory. Consensus was that B+ would be given overall.

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

- Further vocal and physical theatre exercises/activities

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Overall

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

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

- Was a recording of voice only. No physicality, stagecraft able to be viewed.
- Vocally it was very strong however did not cover all the elements of criteria 5

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

- Assessors would need to see the performance not only hear it.

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

Consensus was that under criteria 5 it could not pass. However if we were just looking at it under the voacl element it would be a B (as a minimum).

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

Encourage student to film solo not just record. Perform in person if outside of Covid restrictions.

Planning for March Moderation 2021 - Statewide Samples

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

Criteria 1

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

Zoe Lucas

Sharing Resources

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

Discussed recorded live theatre sources including, Shake and Stir, Bell Shakespeare, Digital Theatre+ as some teachers still need theatre for analysis purposes.
Also discussed possible adaptations to how schools are dealing with covid-19 restrictions and audiences/examiners entering their schools.

Course Support

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

The discussion lead to the difficulty combining Drama 2/3 both within the classroom and for moderation purposes. The group mentioned there is too much information to cover and the 2 courses do not pair with each other at the moment.