

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

Arts - Drama 3

Moderation Details for Calibration - Sample 1

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

Criterion 8 = Overall

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

B-

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

- Range assessments between C+ to B-
- Lacked terminology and examples needed to make it a higher result
- Grammar/Spelling and structure were lacking
- 3rd Paragraph was strongest

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

- Needs more use of terminology and examples to answer question clearly
- Improved structure and grammar

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

Discussion between C+ and B-
Like Sample 2 what moves it out of C territory needed more discussion.
Group concensus landed on B-

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

Teacher should look at Paragraph 3 with student and work at applying this structure to other parts of the answer.

Moderation Details for Calibration - Sample 2

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

Criterion 8 = 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?

- Used a range of examples to explain answer
- Structure was good
- Showed some understanding of performance elements through writing

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

- This piece needed further discussion at QA and it was difficult to find clear consensus.
- Response needs to answer/address question more clearly
- Needs clearer examples

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

groups moved between C, C+, B- and B
Final consensus was B- however all agreed this piece requires more time to decipher why some felt it was strongly in C territory and others in B.

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

- Teacher needs to work with student on clarity of writing style and structure, use of terminology and examples

Moderation Details for Calibration - Sample 3

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

Criterion 8 = 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?

- Structure, spelling and grammar was an issue throughout
- No clear response to question
- Did not answer all parts of the question
- Incorporated some discussion

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

- More use of theatrical terminology
- Clear structure of analysis
- Answer all parts of the question.

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

Discussion swung between t to C- ratings

Consensus landed on C- as felt widely the student had done enough to pass given exam conditions.

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

- Student requires help with essay structure and terminology
- Encouragement/reminder to read question carefully and answer all sections.

Moderation Details for Calibration - Sample 4

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

Criterion 8 = Overall

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

A

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

- Showed clear understanding of question
- Answered using correct theatrical terminology
- Strong written structure with correct grammar, spelling and clearly articulated

- Clear understanding of performance elements

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

All agreed it was a A piece with a small number leaning towards A-
Consensus landed on A as it was written within a short time period and exam conditions

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

Continue to work with student on performance elements and discussing these using clear theatrical terms.

Planning for March Moderation 2021 - Statewide Samples

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

Criteria 1 and 3

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 combination of Drama 2 and 3 for moderation purposes has being difficult as the courses are so different and we have so many samples to get through that both don't often get the required analysis and discussion.

