

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

Arts - Theatre Performance 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 1 = Overall

Criterion 2 = Overall

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

C1 - C+; C2 - B-

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

C1:

Good use of pitch variation. Clear projection.

Tammy chaired consensus seems to be around B-. One teacher felt the student didn't do enough regarding props and movement and therefore had awarded a C, though group discussion unearthed that these movements aligned with the role of the character.

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

More emotional charting, more pace variation. There was discussion around the female student taking on the male role and only some attempt given to alter pitch and tone of voice to suit, however focus was on content being delivered over the idea of gender rehearsal.

More variation in vocal skills.

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

An A was initially awarded by a newcomer who recognised they were overly generous and agreed with lower award at B/C level.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher

Staff are encouraged to look closely at all the elements in detail to determine final award. Allow time through the year to develop skills within each element.

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
 Criterion 2 = Overall

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

C1 - B+; C2 - B+

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

It was commented by various teachers that the student appeared as skilled, but that this performance didn't go as planned, particularly in regards to vocal control (moments of nervousness)

Appropriate levels of energy. Vocal was strong but brought down by rushing of some sections of text. Good variation and expression.

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

Internalise reactions rather than focus on the use of gestures. Not always controlled. Greater control of voice - rushed speaking in moments. More purposeful use of props, not rushed movements.

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

When suggested to agree on B+, many felt that A- was more appropriate for stagecraft. Enough elements of the second criterion suggested A level, though this level was not always sustained, however it was rewarded to acknowledge elements that did meet this level. There was still a large group that did not agree with this award and still felt within the B range was more appropriate. It was highlighted that this would then depend on the overall work of the student and if it was in a HA range. Advice was given that when in doubt, lean in the students favour.

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
 Criterion 2 = Overall

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

C1 - C; C2 - C+

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

Showed consistent evidence of elements across the C range.

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

Only just tipping into B elements for C2, not enough to receive that award.

Student had hesitations between lines, unsure if this is more relevant to C3 and memorisation.

Needed greater projection. Appeared under-rehearsed. Some felt the student was over-focussed on the use of props which made interactions appear awkward.

The student could have done a lot more regarding voice.

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

Some felt the student sat within the B range, sitting between SA and CA. There were elements at B level.

General consensus at C level, therefore limited discussion around evidence for this level.

Planning for March Moderation 2021 - Statewide Samples

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

C1 and C3

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

Georgie Perry

Sharing Resources

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

Teachers encouraged to add the plays they are currently preparing into the Google Doc sent by Tammy. Dayna will share IRS samples. These aim to be shared on TASC.

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:

Jane Polley filled us in on progress of Years 9-12.