

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

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

C 6

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

T+ (Group consensus marked ranged between T+ and C-)

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

Too brief and lacking in detail.
Re-telling of plot and events
Little attempt to analyse and explain the effect of the evidence given
Not enough evidence or direct examples from the show given
Some good observations made, but not enough to support a higher grade.
Structure is poorly organised and hard to follow
Grammatical errors

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

Deeper analysis of the motivations behind, and the effects of, the elements presented.
A greater number of direct examples from the performance to support understanding of dramatic elements and their effects
Less emphasis on context and more on analysing dramatic elements

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

The general feedback for Sample 1 was that it was largely a 're-telling' of the plot and did not meet the expectations of a critical analysis. There were too few direct examples given, and little effort to further explain the evidence that was presented. There was some contention over whether students needed to make reference to a range of dramatic elements, or whether it was okay for students to focus on 1 element in detail. It was also unclear what the teacher had specifically asked for from the student and an assignment sheet would have supported across all samples.

Because there is no set expectations for how teachers deliver, and how students write, their critical analysis of shows, moderating these three samples was challenging overall.

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

Focus on the effect of directorial, acting and production choices and the impact they have on the performer, audience and overall production.

Discuss analytical essay structure and ensure that students are providing direct evidence to support their contention, understanding and analysis.

Ensure students have a deep understanding of the elements of drama.

Ensure students are able to craft clear and concise paragraphs.

Moderation Details for Calibration - Sample 2

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

C 6

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

A- (Group consensus marked ranged between A B- and A+)

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

Contextualising paragraph too brief. Not enough detail regarding historical context or the play being analysed.

Good comparisons given

Good use of evidence- the student explained in detail the 'how and why' behind dramatic elements used

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

Greater attention given to the context and setting of the play, this made assessing the analysis difficult as there was little information about the show's requirements.

Wider use of technical language

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

There was conflict amongst the grades given here with some thinking this was an exceptional analysis and others marking it as average.

The general consensus was that this sample did not properly introduce and contextualise the play being reviewed and this meant that it was unclear as to whether the student had understood the elements to be successful or not.

Sample 2 - What actions would you recommend for

Clear structure

Attention given to show details and contextualisation, particularly genre and

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

historical context.

Moderation Details for Calibration - Sample 3

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

C 6

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

A- (Group consensus marked ranged between A 'B' and 'A-')

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

Appeared incomplete, missing a conclusion, wondered if we were missing a page.
 Strong introduction
 Clear attention given to context
 Made strong comparisons and gave clear examples and evidence to support understanding and analysis.
 Sample had clear flow and read well.
 Sound use of technical language

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

Comments and analysis were often generalised and lacking detail and depth
 Refer to actors by surname not character name
 Incomplete, no conclusion or summary

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

The general feedback for this sample was that in order to achieve a higher rating this student needed to complete the analysis. Again it was raised that we did not know what the student had been asked to do, and this may have had an impact on the result. In terms of what was presented, the consensus was that this was a clear and well structured analysis, but lacked depth and specific analysis.

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

Detail and Depth
 Completed essay structure (Introduction, Body, Conclusion) if this is the format that was expected from the assignment.

Planning for September Moderation 2022 - Statewide Samples

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

CI

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

Jessica Magee

Sharing Resources

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

Course Support

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