

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

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 2 = Overall

Criterion 3 = Overall

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

Criteria 2 C+, Criteria 3 C+/B-

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

Criteria 2 (Stagecraft) C+

Cheyne - began discussion by raising the point that we are in a process on ongoing discussion from last moderation regarding the place of contextualised costumes vs symbolic.

Jules - needs to bring her performance to the audience. Lacks the subtlety required to bring the audience with her.

Katherine - it was a bit wooden.

Cheyne - all we've got left to assess in this criteria is blocking and how they use the space. We need to be careful we don't double this in our assessment of Criterion 3.

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

Criteria 3 (Characters) C+/B-

Cheyne -she sustains energy.

Louise - room for more emotional travel. Not too difficult to use a different voice for the policeman. More ebb and flow needed, emotional shifts weren't clearly defined.

Jules - planted but stilted in transitions.

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

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

Dana - once the costume element is taken away for monologues it changes the way we look at this criteria. Dana refers the discussion to the Guidelines for External Assessment "Must wear blacks... with indicative props required". General discussion arises around how this affects credibility, genre, style - and the need to provide more opportunity for A students regarding design.

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall

Criterion 3 = Overall

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

a- criteria 2, B Criteria 3

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

Criteria 2 A-

Cheyne - she had a good command of her props (the easel, brush)

Simone - she was manipulating costume in keeping with text, character.

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

Criteria 3 B

Dana - she had a good sense of variation and shifts in tone.

Louise - she had shifts in tone relevant to text, physicalisation changed in accordance with the text

Michael - she didn't go as far as she could, didn't commit.

Cheyne - there were moments of staccato, she needs to break out of this.

Louise - I wasn't totally convinced by her motivation (enticing, manipulating?), where was he in relation to her? I wasn't sure also about the exit, what was the meaning here?

Jules - acknowledges it is a mature piece for a student.

Sample 2 - Summary of group consensus

with comments to element level if applicable.

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

Simone - (1 min: 52 seconds long) if she had slowed down and made more of the moments she would meet course requirements for length. General discussion opened up regarding how to assess students who perform a monologue outside the 3-5 minutes required. Need to ensure students have sufficient text noted.

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall

Criterion 3 = Overall

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

C- and C-

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

Shakespeare

Criteria 2 C-

Cheyne - no physical life

Louise - questions the safe use of voice, has a bit of a sense of the style

Katherine - questions what has she given us that we can assess? She didn't move off the spot.

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

Shakespeare

Criteria 3 C-

Jules - she was all on the one level. I can't hear given the highly energetic delivery.

Cheyne - I would only consider 't' due to length. (1 min: 37 seconds) She memorised, had a context and energy.

Jules - there is more to it. There are artistic considerations. Jules posed the question - just because you know your lines and can deliver it - are you a level 3 pass?

Sample 3 - What actions would you recommend for

This point opened up a general discussion about assessing to the standards, what artistic considerations at C looks like, interpreting what artistic considerations are. The group recommended further discussion around this would be useful. We

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

would also like clarification around how to assess students who perform pieces that are too short.

Planning for September Moderation 2020 - Statewide Samples

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

Criteria 2 and 1 with samples from mid-year show requested Actions arising for further exploration

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

Hobart - Tammy Giblin

Sharing Resources

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

Sharing resources

Mid year shows chosen by staff at this early stage of the year:

- LC - Two Shakespearian plays
- Leighlands - Shakespeare performed in a school context

Actions arising for further exploration:

- Clarification of 'artistic considerations' - in particular a more detailed exploration of how this applies to C rating. How broad really is the C rating?
- Clarification around protocol re assessing students who perform pieces that are too short
- A thorough review of the theatre blacks requirement for monologues is recommended by the group.

Marking

- Zoe - north west representation on exam paper marking panels requested.

Live shows

- Dana - lack of availability of shows on the north west and cost of taking students to Launceston raised as an issue.

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:

Marking

- Zoe - north west representation on exam paper marking panels requested.

Live shows

- Dana - lack of availability of shows on the north west and cost of taking students to Launceston raised as an issue.

Years 9-12 Learning

Dana - introduced idea that course offerings will be reduced. The Arts will be a blanket group. Discussion opened up regarding pathways for students - equity.

Actions arising for further exploration:

- Clarification of 'artistic considerations' - in particular a more detailed exploration of how this applies to C rating. How broad really is the C rating?
- Clarification around protocol re assessing students who perform pieces that are too short
- A thorough review of the theatre blacks requirement for monologues is recommended by the group.