

Meeting Details – March Moderation 2018

Meeting Venue:	North
AM or PM session?	AM
Which Learning Area is this Report for?	Arts
Which AM Meeting is this report for?	Arts - Drama Foundations Level 2 & Drama Level 3
Moderation Leader Name	Liz Bennett
Moderation Leader Email	elizabeth.bennett@education.tas.gov.au
Minute Keeper (if available)	Georgie Todman
Minute Keeper Email	Georgie.Todman@soc.tas.edu.au

Attendance

Please enter the attendees name and school (for all present) - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding anyone who was extra on the day

Teresa Bentley - 0 Drama 3 Candidates
Amanda Muruste - 8 Drama 3 Candidates, 10 - Drama 2 Candidates
Louise Peters 5 Drama 3 Candidates
1 Drama 2 Candidates
Liz Bennett, Cheyne Mitchell, Tanya Lanham
Amelia Clark, Mallory Schipper, 21 Drama 3 Candidates
Alarna Hingston, Simone Rigby, 11 - Drama 3 Candidates, 18 Drama 2 candidates
Helen Marie, 3 Drama 3 Candidates and 1 Drama 2 Candidate
Sophie Taylor, 3 Drama 3 Candidates, 3 Drama 2 Candidates
Danya Dennison 18 Drama 3 Candidates, 3 Drama 2 Candidates
Georgie Todman, 4 Drama 3 Candidates, 1 Drama 2 Candidate.

Jess Popowski, Drama 2 - 5 Candidates

Extras - please enter the names and schools of anyone extra who wasn't on your attendance list:

No Extras

Apologies/absences - please enter the names and schools of anyone on your attendance list who did not attend

Nicole Lockwood

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C7

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

B-

What evidence supports the rating (or ratings) the group has given

Notes - Some keen observations by student, some appropriate terminology, characterisation section severely lacking in depth and detail, lacking in evaluation, staging analysis was stronger, a discussion of the questions stating term 'group' and needing to read in conjunction with the rubric in relation to 'own'.

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

More evaluation of why

More detail in characterisation paragraph

What actions would you recommend for teachers to help the student attain a higher rating (or

Run students through characterisation specifics - what did they do physically and vocally

ratings)?

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C7

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

C+ but some B-

What evidence supports the rating(s) the group has given

Reads well, piece is repetitive, lacking evaluation, sweeping statements, lacking analysis, some vague terminology, piece may have been deceptive due to reading well, needing more specific examples and precise examples, distinguishing between performance space and stage/set. Lacking depth and detail.

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

Less repetition, more specific examples

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

Ensure that students understand the difference between performance space and set - if using set in technical elements

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C7

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

T+

What evidence supports the rating(s) the group has given	Did not address the question, learning lines is not a part of sophisticated analysis or a drama specific skill, superficial discussion of theorist, more specific to actual play - less generalised.
What evidence would you need to see in order to assign a higher rating (or ratings)?	This student need to relate points to the actual play that the class put on
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	This students didn't understand the essay structure needed for Level 3 - so needs to be taught

Summary of any further samples moderated

Further samples - Criteria assessed against	C2
What ratings have the group assigned this/these Sample(s)?	Drama 2 Sample 1 - C-
What evidence supports the ratings the group has given	Lacking in sophisticated reflection, more descriptive, retelling, not much in terms of terminology, some confusion of ensemble, some ambiguous phrasing, some terms and skills mentioned. Answered some of the question, attempted to distinguish between script and monologue.
What evidence would you need to see in order to assign a higher rating (or ratings)?	Answering the full question. Moe specific terminology
What actions would you	Questions does not always allow for sophisticated response and it also overly ambitious in what it is

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

asking/covering. Question could be clearer

Planning for September Moderation 2018

Are you planning on:

Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing

Please list the criteria to be moderated:

6

Briefly describe the type of task you plan to look at:

Looking at the performance criteria in relation to play and creative elements

Please state the name of the person supplying the samples for the September moderation

Liz Bennett

Email

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Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.

4. - Annotated work samples - discussion of possibility of a collection of annotated work samples by current markers. N.B it would be relevant to have the actual exam marking rubric for Criteria 7 rather than the TASC rubric descriptors.

5. Discussion of Criteria 6 Moderation - Creative element focus. Launceston College to provide samples. Where is the balance?

6. Examiners Report Discussion - Discussion of Practical Drama Program examples to support teachers with a proforma of what the programs looked like. Discussion of using correct candidate name. Importance of providing a secure, separate room for examiner.

7. Sharing of Resources. Midyear Play contributions, Nightfall with Edgar Allen Poe - Character of Poe and 4 Poe Short stories. FOMO - Fear of Missing Out. (Connections Festival) Self Devised. Mad Dogs and Englishmen (3 English plays - Coward, Ayckborn)

Course Support

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

Things of concern to take to TASC

Discussion - Inconsistencies in documentation available at TASC Review in 2017 - Louise Peters at Grammar received from TASC all practical exam documentation for review. Other schools did not receive any practical documentation for review or there was no administrative review.

TASC review process - filming of practical assessments for transparency and review process. Feedback for candidates and educators.

Concern with medical certificate consistency and derived scores. Students who have medical certificates. Consistency in application - do medical certificates always result in a derived score or contribute to consideration for student performance.

What is the process for the selection of panels? More consistency and transparency and a more efficient roster and timing of the assessment timetable - needs to be available earlier.

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Sample 1
Sample 2