

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 17, 2018 3:14 pm

Meeting Details

Meeting Venue:	North
AM or PM session?	PM
Which Learning Area is this Report for?	Arts
Which PM Meeting is this report for?	Arts - Theatre Performance Level 3
Moderation Leader Name	Louise Peters
Moderation Leader Email	lpeters@lcgs.tas.edu.au
Minute Keeper (if available)	Georgie Todman
Minute Keeper Email	gtodman@soc.tas.edu.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

Helenmarie
Mallory Schipper
Louise Peters
Simone Rigby
cheyne mitchell
Amanda Muruste
Amelia Clark
Bronwyn Darvell
Judith Leigh Hart
Teresa Bentley

anyone who was extra on the day

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

Georgie Todman

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

Julienne Colman

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C7

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

B+/A-

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

Notes - Some good attempt at analysis, sophisticated terminology, some history/context, some specific examples, starting to grasp the level of analysis and fluency required, some good reflection, reference to theatre practitioners and application to work, accurate sourcing of information

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

, some misuse of terms, push for more evaluation, could have tackled more challenges explicitly. More technical language and terminology perhaps?

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

Correct use of terminology
Evaluation - how? why?

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C7

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

C+/B-

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

Notes - Some very good ideas, referencing back to the script well, good discussion of challenges, correct use of some theorists,

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

missing the how at times
missing the why at times
some slight concern with grammar/spelling
some suggested the monologue analysis was stronger than the play, more depth in analysis required.
More sophistication needed

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

Analysis - how and why
Check for balanced reflections in terms of sections

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against	C7
What rating (or ratings) has the group assigned this Sample?	A-/B+
What evidence supports the rating(s) the group has given	An honest expression of her journey and application of skills and some good reflection. Some good resources and references. Some specific examples, generally detailed evidence of how and why. Connected between text and development of character, terminology that is more sophisticated,
What evidence would you need to see in order to assign a higher rating (or ratings)?	Perhaps more specifics
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Back up all statements with evidence

Summary of any further samples moderated

Further samples - Criteria assessed against	C7
What ratings have the group assigned this/these Sample(s)?	no more samples assessed
What evidence supports the ratings the group has given	na

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

na

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

na

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:

Criterion 6: Review acting performances in theatrical productions

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

Written response - see p. 16 Course Document for format options

A critical evaluation of the performance of one/two actors in a live theatrical production for invited audiences

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

Louise Peters

Email

lpeters@lcgs.tas.edu.au

Sharing Resources

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

2 'A' standard IRS documents were shared. These had been externally assessed.

Course Support

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

Scope and Sequence for Course Document would be useful for some teachers

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
Sample 3

Any comments:

Although the meeting did not agree on a definite award, consensus was reached in terms of the very slight range in ratings.