

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

**Submission Time:** March 13, 2018 5:31 pm

## Meeting Details

<b>Meeting Venue:</b>	South
<b>AM or PM session?</b>	AM
<b>Which Learning Area is this Report for?</b>	Arts
<b>Which AM Meeting is this report for?</b>	Arts - Drama Foundations Level 2 & Drama Level 3
<b>Moderation Leader Name</b>	Justan Wagner
<b>Moderation Leader Email</b>	justan.wagner@education.tas.gov.au
<b>Minute Keeper (if available)</b>	Tammy Giblin
<b>Minute Keeper Email</b>	tgiblin@friends.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**

Emily Di Pretoro  
Sharon Reibel  
Rebecca Wilson  
Justan Wagner  
Tammy Giblin  
Nicola Collins  
Patrick Oakley  
Darren Sangwell  
Andrew Holmes  
Leah Smith  
Michelle Weeding

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:

none

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

Amber Knowles, Clare Latham

## Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C2

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

Drama Foundations SDS215 - please see notes below

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

There is no where to put all THREE SDS215 moderation notes for samples and also the moderation notes for all THREE SDS315 samples as the minute doc for these meetings has been combined but we moderate each course separately. I have included all THREE Drama Foundations samples and the moderation notes on this page.

Sample 1 Criterion 2 Range of marks entered was between B- to t B- 2 C+ 3 C 4 C- 5 t 2

Limited range of skills and specific examples - some

evidence of this

Some Drama language but not examples

Lacking in sophistication but some points to note

Very little evidence to lift to a B rating

Some staff felt there was enough to put the work in C area.

Group consensus: in the C range, lower end of C.

Sample 2 Criterion 2 Range of marks entered was between B- and t B- 1 C 7 C- 3 t 5

More detail about what the student did and how they felt about their work

Addressed more of the second part of the question

Reasons for lower range (t/t+) seemed brief but following discussion agreed there was enough to pass

Group consensus: C

Sample 3 Criterion 2 Range of marks entered was between A+ 7 A 4 A- 4 B 1

Little more on characterisation hence the minus on the A (from colleague who had the A-)

Strong evidence to support the criteria evidences

Addressed the questions on the work sheet

Group consensus: A+

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

Sample 1 Criterion 2

Some parts address the first part of the question but didn't go on to address the second part.

More use of Drama vocab - accurately

More examples and links to own work

Sample 2 Criterion 2

More examples and specific links to own work

Address all aspects of the question set

proof read, and check accuracy of theatrical language and terms

Sample 3 Criterion 2

none, great exemplar to share with students

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

Sample 1 Criterion 2 - provide examples of how to explain a skill in relation to own work on stage

Sample 2 Criterion 2 - as above

Sample 3 Criterion 2 - none

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C2

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

Drama SDD315 Sample 1 Criterion 7 Range of marks entered was between A- 1 B+ 3 B 4 B- 7 C+ 4 C 2

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

Question 2 in section A was the only comparative question, we would like parity between the questions.

The question in the sample is very difficult. Student began well but lacked direction. Odd choice by student

of themes.

\*Check the draft of exams questions prior to publication  
- does this happen?

Group consensus: B-

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

The student didn't get specific enough about characterisation. Enough in other sections to be in B range. Some evidence to meet the evidences. Lack of structure stopping it from being an A.

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

Direct students to less layered/difficult questions

Ensure they have an essay plan/structure format they can practise with and employ in exam conditions

### Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C2  
C7

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

Drama 315 Sample 2 Criterion 7 Range of marks entered was between A 1 A- 1 B+ 2 B 5 B- 4 C+ 3 C 2 C- 2

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

Marks predominantly in the B- range. Student did pick out aspects of the question to write about but didn't go back to the 'significance' part of the question. Strong introduction but there was a lack of specificity as the essay went on, generalisations, Did less than the Sample 1

Group consensus: C+ with some evidence of B rating

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

Examples from the production needed to be specific right through the essay

Student needed to write remembering that the examiner hasn't seen the show.

Writer cannot assume the reader knows/has seen the show

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

provide exemplars to read and discuss

## Summary of any further samples moderated

**Further samples - Criteria assessed against**

C7

**What ratings have the group assigned this/these Sample(s)?**

Drama SDD315 Sample 3 Criterion 7 Range of marks entered was between 5 to 10 to 6 C-

**What evidence supports the ratings the group has given**

Overall weak examples and lack of evidence to address the question.

Not really a 315 candidate.

Group consensus: C-

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

Considerable work on essay structure, discussion about appropriate examples to write about in an exam question

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

Ensure they have an essay plan/structure format they can practise with and employ in exam conditions

Practise and guide the writing of examples of own work that are suitable to use as answers in exam

provide exemplars to read and discuss

## 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:**

Criteria 1 and 6

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

Please note: above indicate of samples is NOT the case - we look at students presenting work in person on the day but had to click something, same as below - have just included the Drama 315 moderators details as we do not know the host school at this point

Moderation for September STATE WIDE meeting is strongly supported for September. Host school (tba) to please provide three students to perform text (not monologues) live for staff to moderate against criterion 1 and 6.

-Practical work is a preference

-Discussion about internal or external criterion - what is most valuable? Video difficult for individual assessment of voice and or character.

- As we all examine, watching live students is ideal. Previously, the host school has provided student to watch and assess. Ideally three candidates to perform solo text (not monologues) and Criteria 1 and 6 will be assessed.

AOB

UTas Musical Theatre course? Can this be moderated in 2019?

We always give priority to externally assessed courses, can we fit in some moderation of the other 215 courses?

State wide meeting supported for September. Host school to please provide three students to perform text (not monologues) live for staff to moderate against criterion 1 and 6.

AM: Drama Foundations then Drama 315,

PM: Theatre Performance then Drama Technical Theatre (folio of the show they worked on)

Feedback from Uni re: Musical courses, concern about non-teachers assessing the course, OH&S requirements need to be met. Can PL be provided by the University for this course?

**Please state the name of the**

Justan (Justan not supplying the work - see above) See



**person supplying  
the samples for  
the September  
moderation**

above notes

**Email**

justan.wagner@education.tas.gov.au

## Sharing Resources

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

- Liz Bennett (Launnie College) has offered to record a couple of groups so we can look at the linking material this will be shared during the Sharing Resources section of the statewide meeting.

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- Productions we are all doing this year: Animal Farm, Pantomime: Treasure Island, Steel Magnolias, The Humpty Files, Do We Ever See Grace, Grimm Spectaculathon. Too Much Light Makes the Baby Go Blind

- Shared and played games :)

Why are you Late? (Office workers mime)

Mr Tag (old Mr Hit but without chairs)

Link Tag (elbows out and link to save)

Step in and Step out (leader and team repeat Say and Do what I say and do, and then change to 'Say what I say but don't do what I do')

Shoo Fing (under arm scoop for Shoo, and overhead arm for Fing, Boing bounce on spot = miss a turn, Pow - everyone swaps across the circle)

Hug Tag - chasing game, can hug somewhat for a few seconds to be 'safe' and then can't hug that person again until the chaser changes.

Baking a cake/toy throw - pattern of colours, countries, objects - layer up the pattern.

Questions only - on chairs, facing each other and can

only ask questions, can make it topic related

- Live Theatre opportunities - Theatre Royal limited works ideally suited to students in Years 9-12. Blue Cow and Tas Theatre Co still to release their season - hard to organise students at short notice, lots of musicals but students need theatre to see and write about.

## Course Support

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

PD: 'Impart' conference for K-10 teachers but also appropriate for teachers of 11 and 12.

Moonah Arts Centre 22, 23 March.

Cost for Independence Schools and Catholic Schools but no cost for DOE schools. This discrepancy seems unfair. If all PD opportunities for TASC courses are DOE provided will this mean that there is always a cost to some schools and not others?

## 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 2

**Any comments:**

Can we have a clear A sample provided