

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

**Submission Time:** March 13, 2018 1:58 pm

## Meeting Details

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

Sharon Reibel  
Rebecca Wilson  
Justan Wagner  
Tammy Giblin  
Nicola Collins  
Sophie Hope  
Rowan Harris  
Andrew Holmes  
Elizabeth Harper  
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

Leah Smith, Jason Morrison, Darren Sangwell

## Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C7

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

A3, A-2, B+7, B2, B-2, C+1, C1 - consensus on B+

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

Difficult to read. Not always clear in the discussions. Receiving something that was already redacted or has lots of circles, ticks, and question marks tells us a lot about the piece. Not enough reasoning behind the explanations. Used terminology well and drama theorists correctly. Does try to connect theory to the action on stage, but not enough. Needs some refinement. Not accurately referenced.

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

Needs to refine writing and make it easier to read in the flow of the text. Referencing needs work. Needs to be clearer in the reasoning behind their examples and what they did onstage.

ratings)?

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

Direct students to one way of referencing and be consistent with that. Use correct technology and how to use the language in relation to own work. Move from analysis of character from text and in to what the student did on stage.

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C7

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

A1, B+1, B2, B-2, C+7, C5 - consensus on C+

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

Tense changed in writing and a lot of repetition. Theory didn't link in to how it was used in the development of character. Good quotes from the text.

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

Need more sophisticated solutions to challenges. Not clear on the terminology of the subject. Inconsistent referencing. Word count was low and could have used that for more detail.

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

Student seemed to play a similar character in play and monologue from what was written in the IRS.

## Moderation and Annotations for Sample 3

<b>Sample 3 - Criteria assessed against</b>	C7
<b>What rating (or ratings) has the group assigned this Sample?</b>	A1, A-4, B+2, B6, B-4, C1 - consensus on B
<b>What evidence supports the rating(s) the group has given</b>	Honest writing. Some good examples, especially with physicalisation.
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Talked about accent but not which accent. Referred to drama theorist but not how it was used in the character development. A lack of sophistication in the writing.
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	refer to past examples

### Summary of any further samples moderated

<b>Further samples - Criteria assessed against</b>	C7
<b>What ratings have the group assigned this/these Sample(s)?</b>	NA
<b>What evidence supports the ratings the group has given</b>	NA
<b>What evidence would you need</b>	NA

**to see in order to assign a higher rating (or ratings)?**

**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:**

1 & 3

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

Three LIVE monologues to be provided for assessment on the day. It is too hard to mark recorded pieces. We would like to have a STATEWIDE meeting in Launceston for the September meeting (and Drama/Foundation) to also share resources. We feel that we have addressed the written criteria and so live theatre is the next most useful criteria to assess.

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

Host School

**Email**

tgiblin@friends.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.**

Hug Tag - using other members of the cast as a 'base'.

Questions only - two players who can only converse in questions.

Shared what plays are being used for first productions.

## **Course Support**

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

We feel that a state wide meeting would be beneficial for drama/theatre performance every few years.

## 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?**

Other: No acceptable.

**Any comments:**

Too much annotation already on the pieces