

2019 March Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	Arts - Drama Level 3
Moderation Leader Name	Liz Bennett
Moderation Leader Email	elizabeth.bennett@education.tas.gov.au
Minute Keeper	Dayna Dennison
Minute Keeper Email	dayna.dennison@education.tas.gov.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.

Liz Bennett Launceston College
Cheyne Mitchell Launceston College
Nicole Lockwood Launceston College
Alana Hingston - Newstead College
Mallory Shipper - St Pats
Amelia Clark - St Pats
Sophie Taylor - Leighlands Christian School
Leigh Tuppini St Patricks College
Helen Marie Marist Regional College
Kathryn Gray - Scotch Oakburn College
Louise Peters - Launceston Church Grammar School

Michael Allen St Brendan Shaw College
 Lisa Close from Hellyer College
 Jules Coleman - St Pats
 Miranda Gracie - Launceston Christian School
 Dayna Dennison - Don College

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Amanda Muruste

Moderation Details for Calibration - Sample 1

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

B/B-

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

The meeting rated the first sample as a 'B, B-' range response.
 During our discussion the meeting was encouraged to use the language of the standards.
 The response didn't always provide justified opinion for the statement, eg. 'This added to the tension of some scenes'. Which scenes? Be specific with which effect was used for which scene.

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

Be selective with the examples that are chosen to highlight each element.
 Structure needed developing. Each paragraph was not clear as to where the discussion was heading.
 The essay was repetitive. It covered the staging several times.

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

Students need to be explicitly taught how to structure an essay response for this section

ratings)?

Moderation Details for Calibration - Sample 2

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

B+

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

The essay appeared to be strong on the surface. Elements of it that are better than the first essay. The meeting decided that it was in a B range also, but at a higher level than the first essay due to extra detail.

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

We wanted more. 'Expression'. What does that mean? When taking about the voice, what specific elements were being discussed? The candidate needed to be clearer by providing specific examples that highlighted their understanding of how an actor uses elements of voice. Using the quote, 'He stood up and stretched'... what does that mean

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

Students need to be able to provide specific examples of what actors are doing with their voice, body and stagecraft.

Moderation Details for Calibration - Sample 3

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

C

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

The meeting determined that there was need for more consistency in the writing. There needed to be a more flawless approach to what was covered and a subtle understanding of how subtext and physical tools of the actor are linked.

Sample 3 - What evidence would

The response was crying out for examples. There was a lack of sophistication in the examples that were provided. States that there was a clear voice, but that is only a

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

starting point.

Planning for September Moderation 2019 - Statewide Samples

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

6 - the creative element

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

Claire from Rosny is moderation chair in Hobart. Claire is suggesting a small devised program for a mini exam. Record it. We will look at those for the September meeting.

Email address of the person providing the samples for September moderation

clare.latham@education.tas.gov.au

Sharing Resources

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

Ideas around mid year shows:

Nicole - Abigail's Coven based on the Crucible.

Liz - The Crucible

Mallory - The Grumpiest Boy in the World.

Mills - Eyes to the Floor, Paramatta girls home in the 1960's. 5 or 6 girls, male guards, dream sequences etc. Verbatim.

Sophie - unsure

Leigh - Children of the Black Skirt.

HM - Too Much Light the Baby Goes Blind. Lots of 2 min plays.

Play on

Michael - undecided
 Miranda - 12 Angry Men as 12 Angry Jurors.
 Dayna - Bang, Bang, You're Dead

Course Support

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

Annotated samples of a C, B, A and the defining characteristics that determines such gradings would be a really good resource for all teachers

Clarification is needed around how the external written exams are marked, also on how borderline works - Liz to follow up.

Dayna raised a question in relation to the wording of Question 1 - discussion. The meeting requests that in relation to the elements, the exam specs should be clearly outlined for what the student is required to answer, eg. What is required when a student is asked to discuss 'many elements'? Is it assumed that a student must discuss 'many' elements that come from each of the 'three subgroups' of elements at the base of the course document table, or two of the subgroups, or can they discuss 'many elements' from just one of the subgroups? The meeting felt that it must include discussion from two or more of the subgroups, but this is not stated anywhere in the course document.

National Theatre live issue. Dayna also outlined concerns around equitable access to live quality theatre on the North West Coast this year. North West Coast students are clearly at a disadvantage if they need to travel to Launceston to access shows to view for exam. The meeting supported a request that TASC address this in the rewrite or review of the course with special consideration to introducing access to National Theatre Live shows that can be viewed on the North West at screenings at Cinemas. The meeting agreed that allowing 'any' online live show review would not be appropriate, but a National Theatre Live Show, that is screened once at a local movie cinema, with a ticket price attached would allow access for regionally isolated students with limited choices.

Discussion around external exam.

Exam specs – TASC, can they always be up for our first meeting please?

Jules shared that the only exam spec that they have altered (Jane Polley, Curriculum Teacher Leader and Michelle Weeding) age appropriate selection of scripts. Complaints about students doing pieces about suicide and guns etc. Be mindful of situations with heavy content in light of our increased awareness of student mental health. Sexually explicit material can be uncomfortable for panel and audience. Think about the material. No overtly sexual material for all courses.

Chief Marking Examiner Role will be split in two soon. One for Drama 3 and one for Theatre Performance. Theatre Performance is open for this year. It is up on the site now. We are encouraged to apply @ <https://www.tasc.tas.gov.au/about/employment/>

Assessment report for Drama 3 is now up. A breakdown of each of the questions from last year. Short discussion on the feedback. Question 7, please provide 'contrast'.

Check the 2019 external assessment guidelines because these will be different to 2018.