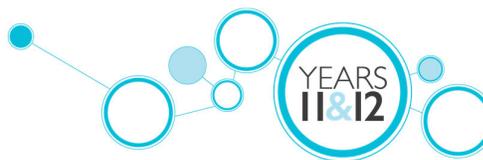


# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which meeting is this report for?

Arts - Drama Level 3

## Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall  
Criterion 6 = Overall

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

Criteria 1 - B+ Criteria 6 B

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

Criteria 1 - Diction good, good projection,

Criteria 6 - He was confident and secure. Linking is now to be assessed and not just a 'flavouring' of the piece. Discussion around the linking weighting. Is the wandering around with the chair significant in the weighting of the piece? Play 15mins - 2.5-3mins of solo, and 6 minutes of creative. Obviously more weighting on the play and solo. Can be a benefit when it comes to value adding to the evidence of a candidate.

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

Criteria 1 - not enough variety in the pitch and pause to lift him further.  
Criteria 6 - There could be more understanding and subtleties in the mood for the piece.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall  
Criterion 6 = Overall

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

Criteria 1 - C+ Criteria 6 - B-

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

Criteria 1 - Take better control of the pace and the shifts of the quotes from others

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

Criteria 1 - Lacks support of breath that limits her to the top breathe sound she requires a deeper, gravel at pitch. . Nice sense of inflection for sarcasm.

Criteria 6 - Presented rather 'adolescence'... no feeling of age. She's meant to be 30. Discussion around strong C, low B. Clearer shifts in identifying age and status. When comparing the standards the word 'sustaining' was considered. 'Form, style and intention' was questioned with regards to age.

Sample 2 - Summary of group consensus with comments to element level if applicable.

Discussion around requirements of accent in Drama 3 as opposed to Theatre Performance.

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

If doing a monologue as a solo ensure students understand context of character (Age, background etc) and context of scene the monologue is from

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall  
Criterion 6 = Overall

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

Criteria 1 -B Criteria 1 - C+

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

Criteria 1 nice change of pace, evidence of experimenting with volume, differentiation of moments of variety in pitch, pace and pause.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Criteria 1 - running out of breath at some stage,

Criteria 6 Head down during creative, unsure of what he was doing. Fumbling with the chair.

### Planning for March Moderation 2020 - Statewide Samples

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

Either Criteria 7 or 8

### Sharing Resources

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

#### SHOWS

'It Happened One Day' - Mudlark, tonight, tomorrow, Sunday. The Workers Club

Lton Players - 'Picnic at Hanging Rock' at Earl next week.

'Little Shop of Horrors' - Newstead College, Earl Arts

Adaptivity Theatre Company - Hamlet on in the school holidays. At Earl. \$10 for students.

#### SHOWS FOR CRITING NEXT YEAR

Mudlark Theatre - New work happening at the beginning of next year by Stephanie Briarwood

'Boat, Caravan, Treehouse' Start of next year, March. Earl Arts Centre. New Tasmanian piece. Will be advertised in Theatre North season

Mudlark will bring a piece to the North West reliant on funding. Schools touring.

MTC 'Slap, Bang, Kiss' by Dan Giovannoni June. Young people going viral and

changing the world. At Launceston College June 18 and 19

## Course Support

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

While these things relate to TASC we would like to highlight them

Jules talking about the assessment process being changed at The Chief Marking stage. Stressing that the process of the 'individual sheets' that we fill out as external examiners is CRUTIAL because now the border line is decided by those sheets, not the round-table process that used to occur.

Simone questioned the value of a '+' for border lines.

We need to 'mark in the room in front of the performance' then we need to debrief in the panel room later and discuss.

The meeting asks how the border lines will be reviewed at the end of the year?

How will the North/North West be represented at those decisions?

Examiners need guidance as to how the process of +'s or arrows up are notated on assessment sheets.

Simone is concerned that often only 3% of students are achieving an EA at Drama 3.

The meeting asks how are 'special considerations' communicated to the panel before the PRAC exam is sat? Autistic students with eye contact issues, stammers,

We need clarification about how Medical certificates impact group assessments during the marking process? Medical certificates do not allow for separation of certain criteria and their needs. Not the entire prac content to be derived.