

2019 March Moderation - Report



Meeting Details

Which Learning Area is this Report for?	Arts
Meeting took place in:	North
AM or PM session?	PM
Which PM Meeting is this report for?	Arts - Theatre Performance Level 3
Moderation Leader Name	Julienne Colman
Moderation Leader Email	julescolman1@gmail.com
Minute Keeper	Louise Peters
Minute Keeper Email	lpeters@lcs.tas.edu.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.	Julienne Colman – St Patricks College Sophie Taylor - Leighlands Christian School Amanda Muruste - Hellyer College Kathryn Gray – SOC Louise Peters – LCGS Alarna Hingston - Newstead College Leigh Hart - St Patricks Cheyne Mitchell - Launceston College Dayna Dennison - Don College
Apologies/absences - please enter the names of teachers and their	none

schools who appeared on the moderation leaders list who did not attend the meeting.

Moderation Details for Calibration - Sample 1

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

Criterion 2 = Overall

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

c+

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

Comments:-Constant movement - nervous energy - a bit confusing-Low eye line. Show audience facial expressions-Timing - a bit formulaic with reactions-Lack of consistency with reactions-Needed to recognise when she should "hear" and not "hear" other conversations on stage-Needed a "range" of stagecraft

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

Comments:-Use movement which enhances mood and meaning-Show audience facial expressions-Timing - a bit formulaic with reactions-Needs consistency with reactions-Needed to recognise when she should "hear" and not "hear" other conversations on stage-Needed a "range" of stagecraft elements

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

work with recommendations as listed

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall

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?

Generously using the stage and reacting to fellow actor-Nervous energy of repetitive gesture and feet moving-Skilful and secure-Good engagement with audience-Great shifts between audience and fellow actor.-Well executed soliloquizing-Captured shifting moods

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

More variation needed in terms of movement and facial expression

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

work with recommendation

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall

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?

- Went through the motions- Unintentionally closed off half the audience- Needed to demonstrate understanding of soliloquy- Could have done much more eg how could he use the cape?- Needed to communicate mood and meaning- React more to the words and actions of other person

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

- engage more with scripts mood and meaning- work on audience awareness- utilise production elements in order to support delivery

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

- work with recommendations

Planning for September Moderation 2019 - Statewide Samples

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

Proposed criteria for September meeting: Criterion 1: Use a range of vocal techniques to create character Live performances to be recorded and forwarded to TASC. Criterion 6: Review acting performances in theatrical productions

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

TASC

Email address of the person providing the samples for September moderation

tbc

Sharing Resources

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

Some discussion in relation to the mark for the IRS. The comments in the IRS should reflect what the actor is doing on stage as mentioned in the elements. Examination Specs- The meeting was alerted to the fact that there will be a Chief Marking Examiner for Theatre Performance and another for Drama.- The monologue write-up has to be between 500 words (minimum) and 1000 (maximum)- Overall word count: no less than 2000 words and 10% leeway over the maximum word count of 3000.- Selection of material - be mindful of the language and material choices. This is dependent on target audience and awareness of student performers.- Theatre Performance season needs to be at least two consecutive performances. The audience is open to members of the community.

EXAMINERS' REPORT The following points were highlighted:- Provide panel with unobstructed view of stage- There was an increase in paraphrasing- Only current enrolled students to be performing- Placemats - always good. Best if done in order of appearance. Great for teachers to ensure that students have an identifying feature eg green sash if they are performing in similar costumes-

Monologue length - 3-5 minutes. Avoid side-profile acting for entire performance.

DISCUSSION regarding the North and South discrepancy in the performance of end of year monologues: use of costume, use of venue, availability and use of production elements and positioning of invisible characters in relation to the audience. Recommendation from the meeting for a CTL to address this and ensure equity.

Course Support

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

DISCUSSION regarding the North and South discrepancy in the performance of end of year monologues: use of costume, use of venue, availability and use of production elements and positioning of invisible characters in relation to the audience. Recommendation from the meeting for a CTL to address this and ensure equity