

2018 September Moderation - Report



Meeting Details

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

jules.colman@stpatricks.tas.edu.au

Minute Keeper

Julienne Colman

Minute Keeper Email

jules.colman@stpatricks.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.

Dayna Dennison - Don College
Cheyne Mitchell - Launceston College
Zoe Whiley - Hellyer College
Amanda Muruste - Hellyer College
Helen Marie - Marist Regional College
Leigh Hart - St Patrick's college
Alanah Hingston - Newstead College
Mallory Schipper - St Patrick's College
Kathryn Gray - Scotch Oakburn College
Louise Peters - Launceston Church Grammar School
Simone Rigby - Newstead College
Jules Colman - St Patrick's College

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation

nil

leaders list who did not attend the meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criteria 1 & 3 & 6

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

Monologue - a group consensus against the elements - Crit 1 - B . Crit 3 . - B-

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 3 = Overall

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

crit 1 B . crit 3 B-

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

lack of American accent but had a strong voice and use of face - although some thought it was "acted" not natural - good vocal tone

Sample 1 - Summary of group consensus at element level with comments

See above

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

Work with students on the elements for higher ratings

Moderation Details for Calibration - Sample 2

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

Crit 1 = All elements
Crit 3 = All elements

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

Crit 1 - C+ . Crit 3 C+/B-

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

Needed to be more evidence of character develop and understanding communicated to the audience

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

Refer to standards and elements for higher ratings

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

refer to the standards

Moderation Details for Calibration - Sample 3

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

Crit 1 = All elements
Crit 3 = All elements

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

crit 1 - B . crit 3 . - B+

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

Stronger sample with focus and much more vocal variety. Communicated to the audience

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

Work with the student on the standards and elements

Sample 3- What actions would you recommend for teachers to help the student attain

Refer to the standards and elements lacking

a higher rating (or ratings)?

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 6 = All elements

Sample 4 - What rating (or ratings) has the group assigned this sample?

Crit 6 - B+/A-

Sample 4 - What evidence supports the rating (or ratings) the group has given?

well - written and very lengthy...although not always connected to the actor. Reference to technical area very strong.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Needed a solid edit!

Sample 4 - Summary of group consensus at element level with comments

An excellent piece of work but needed to be more precise

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Work through the standards and elements for criterion 6

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 6 = All elements

Sample 5 - What rating (or ratings) has the group assigned this sample?

criterion 6 - B

Sample 5 - What evidence supports the rating (or ratings) the group has given?

A large portion of this writing was plot summary. Needed more context at the beginning.

Well written but could have discussed ensemble more.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Refine the writing to succinctly contain detailed examples

Sample 5 - Summary of group consensus at element level with comments

as above

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

work with this well written piece to ensure all aspects of the standard are included.

Planning for March Moderation 2019 - Statewide Samples

Please select all

Level 3 or 4

that apply

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

North/South agreement that Criterion 2 be moderated - 2 students 6 - 8 minutes....south to provide samples

Please enter the name and email address of the person providing the samples:

Jane Polley

Email

jane.polley@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.

Concern about the IRS marking tool which is different from the guidelines. The meeting suggested that the IRS is 2000 - 3000 with a 10% difference....at the top end but 2000 minimum.

Monologue IRS - 500- 1000 and yet the 10 % is up and down - 450 and 1100.

Hellyer College: Adrian Mole & Woomerang

Launceston College - Heresay of Love & Can't Take It With You

Marist Regional College - 5 Women Wearing the Same Dress

St. Patrick's College - Waiting in the Wings & Stepping Out

Scotch Oakburn College - Murder by Poe

Launceston Church Grammar School - Play on

Don College Animal Farm

Monologue presentations North/NW & South - there is a difference in the conduct of the monologues in both regions and this should be discussed with the CME Michelle Weeding. JC to contact Michelle about this as well.

Louise Peter thanked Jules Colman for her contribution to

the Drama.Performance syllabi as she retires.

Course Support

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

Monologue assessment differences North and South

Drama Australia Conference July 2019 - Hobart

See Drama report for upcoming productions and PL

Letter from the UTas needs addressing as new course changes pathways for Year 12's