

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Arts - Drama Level 3
Moderation Leader Name	Clare Latham
Moderation Leader Email	clare.latham@education.tas.gov.au
Minute Keeper	Georgina Perry
Minute Keeper Email	georgina.perry@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.	Rebecca Wilson-Elizabeth College Andrew Holmes -Rosny College Georgina Perry -Elizabeth College Darren Sangwell -Rosny College Hannah Powell -Claremont College Justan Wagner -Elizabeth College Jeff Michel -Hobart College Liz Harper -Collegiate Tammy Giblin -Friends Nicola Collins -Friends Michelle Weeding -Hutchins Clare Latham -Rosny Matthew Stolp -GYC Amber Knowles -Elizabeth 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.

Moderation Details for Calibration - Sample 1

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

Criterion 8 = Element 1, Element 2, Element 3, Element 4, Element 5

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

C+/B-

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

Student had included a sufficient amount of detail in order to sit in B range. Some use of technical vocabulary.

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

Student could have been more specific when giving examples. Didn't always explain the 'why' behind theatrical and technical choices. Concern was raised that the student didn't completely link their essay to the essay question.

Sample 1 - Summary of group consensus with comments to element level if applicable.

Teachers agreed that the essay sat in a C+/B- range. As this essay was written in exam conditions this needs to be taken into account. Majority call was B- range essay.

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

Encourage students to give detail in their response and focus in depth on fewer elements. Read and answer the question. Ensure they understand how to justify their statements within their writing.

Moderation Details for Calibration - Sample 2

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

Criterion 8 = Element 1, Element 2, Element 3, Element 4, Element 5

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?

Teachers agreed that there was more detail in sample 2 than sample 1 and the student referenced particular moments in the plays that they discussed. Student structured the essay well.

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

Student could improve their knowledge and explanation of vocal techniques. Keep developing terminology - technical language

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

B+ Teachers agreed this was stronger than sample 1. Student showed good essay structure and general knowledge. Given the exam conditions could move into A-territory.

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

Keep developing technical language. Especially knowledge and understanding of Vocal elements as physical were covered well.

Moderation Details for Calibration - Sample 3

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

Criterion 8 = Element 1, Element 2, Element 3, Element 4, Element 5

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?

Student seemed to have some interesting thoughts but the information was ineffectively worded.

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

Student lacked sophistication in their writing and technical terminology. Essay was unstructured and confusing.

Sample 3 - Summary of group consensus with comments to element level if applicable.

All teachers agreed that under exam conditions this essay would pass. The result would sit as a C.

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

Help the student to structure their thoughts and prioritise what they choose to write about. Student may have tried to cover too much in their essay. Go back over paragraph structure and ensuring they understand about justifying their statements.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 1 & 6. Rosny teachers to provide video of a devised/solo performance. Along with recording should be a task outline and script provided to teachers.

Sharing Resources

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

Michelle shared the Drama game 'Applause'. The purpose of this game is to teach the students the importance of making an offer in the theatre. Nicola ran the game 'G'day Bruce'. Plays being performed by Drama 3 classes this year include House on Fire, Around the World in 8 plays, You still here?, Summer Wonderland, A bad day and Gopher's Breath, Alice Dreaming.

Course Support

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

Examination Report - needs more detail as to how to move our students forward. Teachers would like to see more scope and detail to what the top students did both on practical and theory criteria. E.g. Criteria 6 - in the exam top students did.....Future moderation - exam examples are difficult to moderate as they are written to difference conditions as to what we would assess in the classroom. It's good preparation for examination panels however. Exemplars - Is it possible to get exemplars of students written work. Especially A examples???