

# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Arts - Drama Foundations Level 2
Moderation Leader Name	Justan Wagner
Moderation Leader Email	justan.wagner@education.tas.gov.au
Minute Keeper	Tammy Giblin
Minute Keeper Email	tgiblin@friends.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.	Hannah Powell Sharon Reibel Amber Knowles Georgina Perry Rebecca Wilson Nicola Collins Tammy Giblin Sophie Hope Clare Latham Darren Sangwell Leah Smith Michelle Weeding Andrew Holmes Justan Wagner
Apologies/absences - please enter the names of teachers and their schools who	Patrick Oakley

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 6 = Element 1, Element 5

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

see graph

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

little intention behind the stagecraft  
limited engagement with the audience

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

more confident in delivery  
more variety in delivery to the audience

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

consensus C we agreed there was sufficient evidence for a pass rating for this criteria

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

further engagement with the text, move pass memorisation  
  
more control and energy and further exploration of stagecraft  
  
Adjust task to require more from students physically

## Moderation Details for Calibration - Sample 2

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

Crit 6 = Element 1, Element 5

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

see graph

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

vocally - good clarity and volume  
demonstrated quite good control of the text  
appeared comfortable with the text

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

do more with the stagecraft aspects, look at the elements

Sample 2 - Summary of group consensus at element level with comments

B+ overall, vocally strong B+/A- but physically less strong  
and so overall B+ best fit

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

further engagement with the text, more control and physical energy and further exploration of stagecraft believability needed to be lifted

Adjust task to require more from students physically

## Moderation Details for Calibration - Sample 3

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

Crit 6 = Element 1, Element 5

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

see graph

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

vocally and from the chest up more engaged, but no movement throughout the piece

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

lack of vocal variety and stage craft holding the student back from an A

Sample 3 - Summary of group consensus at element level with comments

overall rating B  
solid voice work, more range needed

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

further engagement with the text,  
more control and physical energy and further exploration of stagecraft  
believability needed to be lifted  
Adjust task to require more from students physically

## Moderation Details for Calibration - Sample 4

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

Crit 6 = Element 1, Element 5

elements within that criterion

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

see graph

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

limited sense of character  
 minimal physical movement,  
 actions seemed a bit aimless  
 some glimpses of more  
 remembering the text was a priority, errors and omissions evident

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

element 5 was lacking - action and spoken delivery needed to be more appropriate to the text  
 check the text is accurate (avoid re-typed copies)  
 unpack the text and think about to convey this

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

C+/B-  
 look carefully at evidence for these elements  
 not marking character - student may well rate higher for Criterion 5

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

Further engagement with the text  
 More control and physical energy and further exploration of stagecraft  
 Believability needed to be lifted  
 Adjust task to require more from students physically

## Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 1 or 2

For Level 1 or 2 courses please

Criteria 3, 4 & 6 group of 3 students

nominate the criteria for moderation.

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

Michelle Weeding

Email

mwe@hutchins.tas.edu.au

## Sharing Resources

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

shared warm-up games

## 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 around the difficulties of delivering the 215 and 315 courses in the same class. The difference between the students is considerable and the range of work for each course is compromised. Relies on students being able work independently and this can be an unpredictable variable at this level. Criteria are quite different - so moving between courses can be difficult for students. Teachers then needed to check carefully students have covered the work required (especially if audited). Drama Foundations needed to be delivered sequentially. Devised work requires careful teacher guidance which often students in this course need to progress their learning.

When course is up for reaccreditation - teachers would like to work on the Drama Foundations course to sit better alongside the Drama 315 course and they are predominantly delivered together.