

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 Foundations Level 2

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

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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 3 = Element 3, Element 4
Criterion 4 = Element 1, Element 3

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

Criterion 3 - B+/A- Criterion 4 -B+/A-

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

Criterion 3-Student maintained focus for most of the performance. Movements were strong. Student understood the mood that needed to be achieved in the piece. Criterion 4 -Student communicated the dramatic intention of the piece

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

At times she would look at the other group members for assurance which showed a lack of confidence.

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

Teachers agreed that the student sat in B+/A- territory on both criteria. The point was made that the students assessment may change when the classroom teacher took other elements in to account (classroom contribution)

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

Teachers could film the students rehearsal to show the student that they are doing with her eyes. Work on confidence building/ensemble work.

Moderation Details for Calibration - Sample 2

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

Criterion 6 = Overall

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

B+/A-

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

Student remained engaged and focused in the story. Met the brief of the task
Student was a coherent and effective ensemble member

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

Student needed to engage the audience more through physicality.

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

Teachers agreed that this is a difficult criteria to assess in isolation.

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

Criteria 6 is difficult to look at in isolation. Student would be lower on other criteria for this task.

Planning for September Moderation 2019 - Statewide Samples

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

Suggestion was made to look at Musical Theatre instead of 2C Drama in September. Criteria and task/s TBC

Sharing Resources

Course Support

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

Teachers agreed that time needs to be allocated to moderate Musical Theatre and Technical Theatre Course as these have not been looked at for a long time.