

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Arts - Theatre Performance Level 3
Moderation Leader Name	Tammy Giblin
Moderation Leader Email	tgiblin@friends.tas.edu.au
Minute Keeper	Justan Wagner
Minute Keeper Email	justan.wagner@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.	Nicole Collins, Friends School Tammy Giblin, Friends School Elizabeth Harper, St Michael's Collegiate Rowan Harris, Hobart College Andrew Holmes, Rosny College Sophie Hope, Guilford Young College Darren Sangwell, Rosny College Leah Smith, St Mary's College Justan Wagner, Elizabeth College Michelle Weeding, Hutchins School Rebecca Wilson, Elizabeth College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who	NA

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?

B, B-, C+, C, C-

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

Not natural with large prop. Doesn't use the coin given. Needed to be more in the genre of the piece in relation to reactions.

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

We would need to see instinct, integration of prop into the character. Need to think more 'in character' and not as self. Eye line was low and needs to lift more to engage.

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

Consensus on C+

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

Make sure student has props as early as possible and get them to rehearse with it and try new things. Get student to research and explore genre.

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- to A

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

Talked over the audience responses. Needed to use the prop/cape more. Needed more variation of energy in performance to show sensitivity. Generous to other performer.

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

To be more aware of the audience responses. Find a greater range of energy. Use all props more naturally.

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

Consensus on B+/A-

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

Give students props/costume earlier to use. Make sure the student is aware of audience responses from earlier and need to not talk over them.

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 to B+

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

Really side on performance - not aware of audience. Use of sword was not natural for character - used wrong hand, and was upstage - needed to angle towards audience more. Some basic stagecraft missing. Needed to not be as 'side on' to the audience.

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

Would need to have better angle of body. Not shift on his feet as much to give himself more strength. Needed to be more aware of props and use them with ease.

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

Difficult to assess only seeing two minutes of whole performance. consensus on B-

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

Work with student earlier about positioning body towards audience and using props earlier to use them to full degree.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 7 - all elements with lots of details

Sharing Resources

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

Sharing of plays being performed mid-year.

Course Support

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

Elaboration on the Examiner's Report: Quotes will now be a part of the word count. Monologue section must be 500-1000 words. (We need official clarifications sent out ASAP) Material selected - will be published to a high standard, be appropriate and inclusive as well as appropriate to the audience. Choice of material is important Changing global environment and the need to be mindful of audience in relation to the content of the piece and themes especially in monologue selection. An increase in paraphrasing was noticeable last year and has been a growing concern. Placemat needs to be in order of appearance and show person in each character photos. A placemat for each half would also be helpful. Making sure monologues are within the time limit. There was a discussion on the difference between North and South monologue presentations and that there needs to be consistency. Referencing is a large issue in IRSs, especially linking theorists to own work and referencing ALL information.