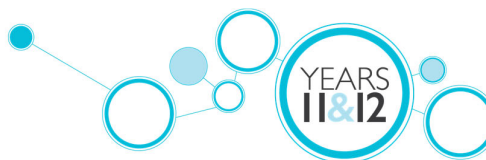


# 2018 September Moderation - Report



## 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.	Justan Wagner	Elizabeth College
	Rebecca Wilson	Elizabeth College
	Nicola Collins	Friends' School
	Tammy Giblin	Friends' School
	Sophie Hope	Guilford Young College
	Rowan Harris	Hobart College
	Leah Smith	St Mary's College
	Elizabeth Harper	St Michael's Collegiate Sch
	Michelle Weeding	The Hutchins School
	Andrew Holmes	Rosny College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	Sharon Reibel	Claremont College
	Dayna Dennison	Don College
	Darren Sangwell	Rosny College

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

1 and 3

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

Moderator was asked to provide samples as host school was unable to do so and this is what was available.

## 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 = Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8, Element 9, Element 10

Sample 1 - What rating (or ratings) has the group

c1: 1B, 6B-, 1C C3 4B-, 1C+, 3C

assigned this sample?

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

Projected voice well, but not enough variety in volume/pitch especially in showing emotion of character. Listing was repetitive.

Sustained character and energy. Needed to vary delivery more.

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

Consistency. More connection with the text - authorial intention. More control of breath needed.

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

Consensus was 1B-, 3B-

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

Work with the student to guide as per- need to work on variation in voice.

## 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 = Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8, Element 9, Element 10

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

C1: 1B+, 2B, 1B-, C+, 2C C3: A-1, B+1, B2, B-1, C+1, C2

Sample 2 - What evidence supports

Voice needed work. Breathy. Underplayed. Story didn't progress. Needed more variety.

the rating (or ratings) the group has given?

Didn't use performance space with artistic consideration. Minimal non-verbal cues. Not a sense of age. Needs to focus on who she is talking to.

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

Needs more control on voice and to vary delivery. Needs to show range in emotion. Authorial intent wasn't always communicated. Needs to show age and background of the character and make clear who she is talking to.

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

C1:B- C3:B-

### 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 = Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8, Element 9, Element 10

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

C1: B-2, C+2, C3, C-1 C3: B1, B-1, C+2, C4

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

Started strong but then lost phrasing and broken thoughts. Lost meaning of what he was saying and lost engagement. Became a repetitive delivery. Not a control over breath which impacted on breaking phrases. Although student had a thick accent voice was still relatively clear. Repetitive gestures. Needed to see more happening within the character's thought process.

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

Needs to spend more time on working on the whole monologue and not just the beginning to bring across authorial intent of the whole piece and use more variety. Needed to use space and vary gestures and delivery.

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

C1: C+ C3: C+

## Planning for March Moderation 2019 - Statewide Samples

Please select all  
that apply

Level 3 or 4

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

Criteria 2 - two students from a production that was not externally assessed.

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

Tammy Giblin

Email

tgiblin@friends.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.

A sharing of plays being used for the end of the year.

## Course Support

Please provide  
details of any  
future focus and  
ways forward you  
would like  
Curriculum

We would like to have a state wide meeting in the same venue (not skype) to discuss difference in end of year exams and reach consistency.

Seeking support for TASC the exam period and the availability of students during the exam time.

**Services to consider in relation to this course:**

A number of colleagues commented that this year have been quite challenging with students being absent for the last week of Term 3 or beginning of Term 4 and or parents have requested a particular date or change of date for the SDD and SDP exams due to holidays, travel interstate, planned long weekend travel for the Show weekend and so on.

Can it be stated at the start of the course that students must be available for the entire exam period just as they are for the November block and that parents or students are not to pressure staff to change dates?

The collaborative nature of the course means other students can be at a disadvantage if a student choose to travel overseas for during term time leading up to the exam.

We talked of making sure we all communicate formally with parents right at the start of the year about the commitment to rehearsals. Perhaps even a signed form as we do for folio deadlines?

We recognised this might differ from school to school, so it would be great if there was an overall statement of expectation from TASC.