

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Media Production Level 3

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 2 = Overall

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

Criterion 1: A- Criterion 2: A-

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

Group 1: Structure was very well sequenced. Information was synthesised and clearly understood by the candidate. All examples given were relevant, linked back to the question, and evaluated the impact of media ownership on society.

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

Some incorrect facts within the piece of work. They weren't able to concisely comment on the impact on society. Slight grammatical error. If these elements were fixed, this would be a solid A.

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

Teachers need to explicitly teach:

1. The difference between explain, discuss and evaluation/synthesis
2. Analytical essay writing (skill building, formative feedback, etc.)
3. The importance of validating opinions with references or examples
4. Explicitly state the question in your opening paragraph to guide the essay, and then link back throughout.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being

Criterion 1 = Overall

moderated and IF
SELECTED the elements
within that criterion

Criterion 2 = Overall

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

Criteria 1: B Criteria 2: B

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

Group 1: Not as much critical Language
Impact on society wasn't as good as sample 1
Language changed a little throughout.

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

References should be correct - these were not in the piece of work. There were several grammatical errors. The candidate needs to synthesise the information and evaluate the impact on society, not just discuss.

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

Teachers need to explicitly teach:

1. The difference between explain, discuss and evaluation/synthesis
2. Analytical essay writing (skill building, formative feedback, etc.)
3. The importance of validating opinions with references or examples
4. Explicitly state the question in your opening paragraph to guide the essay, and then link back throughout.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall
Criterion 2 = Overall

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

Criterion 1: B- Criterion 2: B-

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

Group 1: No complexity to the argument
Didn't discuss to a high level.
No synthesis or evaluation, there was discussion evident.

	<p>Group 2: No analytical discussion on Media Watch as an effective watchdog.</p> <p>Group 3: The piece did not effectively reflect upon the impact of media on society. Although key media concepts were present, this was an explanation, not a discussion. No summary was given to validate or clarify ideas and concept.</p>
<p>Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Bringing the essay focus back to the question, and having a good discussion on the evidence given would help this candidate to achieve a higher award. The sample reads well, but needs to link to the question and the impact on society, with examples to validate their arguments.</p>
<p>Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Teachers need to explicitly teach:</p> <ol style="list-style-type: none"> 1. The difference between explain, discuss and evaluation/synthesis 2. Analytical essay writing (skill building, formative feedback, etc.) 3. The importance of validating opinions with references or examples 4. Explicitly state the question in your opening paragraph to guide the essay, and then link back throughout.

Moderation Details for Calibration - Sample 4

<p>Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 1 = Overall</p> <p>Criterion 2 = Overall</p>
<p>Sample 4 - What rating (or ratings) has the group assigned this sample?</p>	<p>Criterion 1: B- Criterion 2: C+</p>
<p>Sample 4 - What evidence supports the rating (or ratings) the group has given?</p>	<p>Group 1: Not enough about code of ethics</p> <p>Which aspect of code of ethics?</p> <p>No impact on society</p> <p>Didn't answer the question</p> <p>Detailed knowledge instead of answering the question</p> <p>Group 2: There is some attempt to link back to the question in the closing paragraph, although the body does not do this.</p>
<p>Sample 4 - What evidence would you need to see in</p>	<p>The sample needs to tie back to the question. Try to avoid opinions without having justifications. Clear delineations between concepts, facts and opinions would help to give</p>

order to assign a higher rating (or ratings)?

clarification.

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

Teachers need to explicitly teach:

1. The difference between explain, discuss and evaluation/synthesis
2. Analytical essay writing (skill building, formative feedback, etc.)
3. The importance of validating opinions with references or examples
4. Explicitly state the question in your opening paragraph to guide the essay, and then link back throughout.

Planning for March Moderation 2022 - Statewide Samples

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

Media Production Foundations 2 - Criteria 3 & 4Media Production 3 - Criterion 4

State the name of the person who will be providing the samples for moderation

Chris Ikin, Darren Close, Stuart Packwood, Fiona Shepherd, Rachael Koop, Mark Webster

Sharing Resources

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

Teachers need to explicitly teach:

1. The difference between explain, discuss and evaluation/synthesis
2. Analytical essay writing (skill building, formative feedback, etc.)
3. The importance of validating opinions with references or examples
4. Explicitly state the question in your opening paragraph to guide the essay, and then link back throughout.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

The program needs to be resourced from a technical perspective ie. access to appropriate resources, software, editing stations, cameras, lighting, sound, etc. The current TASC syllabus details the minimum requirements for access to successfully implement this course.