

# 2021 March Moderation - Report



Which meeting is this report for?

Media Production Foundation Level 2

## Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 6 = Overall

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

Group 1: C Group 2: C Group 3: C- Group 4: C

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

Some evidence of reflection is showcased, limited justification is included throughout the sample. Lack of content knowledge evidenced and media specific terminology within the chosen sample indicated

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

For this sample, there was not a lot of reflection on own works, which made elements 2 & 4 hard to assess. More critical reflection on own works would have given more evidence to perhaps give a stronger result for this sample. The document provided for sample 1 & 2 both seemed to use a 'pro-forma', which would be useful for the assessors to have access to.

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

Scaffolding the meaning of production elements would enhance student outcome here. The sample provided discussion on what was 'seen' within the video, but not how the product was composed/shot/captured.

## 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?

Group 1: B Group 2: B Group 3: B Group 4: B

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

There was a good sense of understanding and justification of media techniques within this sample. The sample evidenced student knowledge of Media content and terminology.

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

This sample showed some strong research aspects, but needed to include more specificity when reviewing and evaluating own works. Many moderators mentioned difficulty in marking a 'review' without seeing evidence of the product mentioned in the 'review'.

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

The teacher could further scaffold expectations around reviewing production techniques to further student knowledge.

### Planning for September Moderation 2021 - Statewide Samples

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

Criteria 3 (elements 2 & 3) & Criteria 4 (All Elements) - Minor piece - preferably advertisement

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

Chris Ikin (Radio), Rachael Koop (Print), Mark Webster (Screen)

### Sharing Resources

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

We discussed the usefulness of potentially developing a proforma to assist with reviews and evaluations, much like the level 3 Media course. The group consensus was that this would be a beneficial resource.

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:

State wide, physical moderation gives greater capacity for sharing of resources with colleagues. It would be good to introduce this within the 9-12 sphere, rather than just the 11-12.