

# 2019 March Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which PM Meeting is this report for?

Arts - Media Production Level 3

Moderation Leader Name

Chris Cabalzar

Moderation Leader Email

chris.cabalzar@education.tas.gov.au

Minute Keeper

Chris Cabalzar

Minute Keeper Email

chris.cabalzar@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.

Chris Ikin LC  
Fiona Sheppard SPC  
Mark Webster LCC  
Darren Close Don  
Rachel Koop - MRC  
Van Nguyen BSC  
David Chamberlain – Geneva Baptist School

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

N/A

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 = B 2 =C

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

Use of full sentences, some terminology, examples given.

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

More sophisticated terms employed. greater examples and clearer discussion.

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

N/A

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

Discuss and study examples from the Media even more applicable to the criteria.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall

Criterion 3 = Overall

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

1=C 3=C

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

Very difficult and challenging discussion for our panel on the day. We weren't sure if the sample had "special consideration" and therefore we were to did regard the poor expression and answer in general.

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

More consistent an answer directed at answering the question.

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

That the answer warranted a pass but with poor discussion and limited examples directed at the question, it was very difficult to give anymore than a C rating.

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

Greater or more appropriate examples with perhaps more practise on answering specific questions with rich, detailed examples.

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 3 = Overall

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

1 =B+ 3 = A

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

Detailed, sophisticated response. Clearly articulated and very well answered. Directed response focused on the question and satisfying the criteria. A full and complete answer with examples.

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

Perhaps a greater use of terminology or adjectives (even active verbs) to improve descriptions and analysis.

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

N/A

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall  
 Criterion 2 = Overall

Sample 4 - What rating (or ratings) has the group assigned this

1=B 2=B+

sample?

**Sample 4 - What evidence supports the rating (or ratings) the group has given?**

Solid response. A full answer. Two clear examples to illustrate answer and appropriate terminology to punctuate points raised.

**Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?**

Perhaps a third example. Too much discussion on one example. Greater inclusion of industry terminology and impact the issues have on our society. Socio-cultural commentary wasn't as strong as in Sample 3, which goes to the core of the set criteria

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

A stronger discussion on the impact such media practices have on society. Socio-cultural perspective and analysis is needed for top marks. Jargon and terminology of the course could have more focus. 'Sensationalism' and tabloid are still terms presented with some confusion by students studying the course.

Planning for September Moderation 2019 - Statewide Samples

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

Criteria 4 and 6- Advertising Products

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

Rachel Harrop, Mark Webster, Fiona Sheppard, Chris Ikin

**Email address of the person providing the samples for September moderation**

The teachers above elected to email Advertising products and "Write Ups" to CTL - Jane Polly

Sharing Resources

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

Not time enough for this option.

### Course Support

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

Support and contact for two new teachers now delivering the course.