

# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which meeting is this report for?

Arts - 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 4 = Overall  
Criterion 6 = Overall

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

C4; B- , C6; C+

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

The product showed an overall understanding of codes and conventions. Although the planning, script and general message lacked the production values and detail to be rated higher.

The panel's rating was consistent with the dominant rating statewide.

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

- Increased attention to production values in lighting and shot types.
- Include a narrative and strategy that has a direct appeal to a designated target audience
- Clearer product identification/branding/imagery

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

N/A

Sample 1 - What

- Exposure to a broad range of reference material.

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

- Some element of audience research.

## Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall  
Criterion 6 = Overall

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

C4; B ,C6; B-

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

Product uses an ambitious but confusing story to convey the message of the product. Design elements are present but flat and requiring polish.

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

- Increased attention to production values in choice of location/ background, lighting and shot types.
- Include a narrative and strategy that has a clearer genre (ad mixes irony, infomercial, aspirational; is confusing as a result)
- Include a narrative and strategy with a more direct appeal to a designated target audience
- Clearer product identification/branding/imagery

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

N/A

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

- Exposure to a broad range of reference material.
- Some element of audience research.

## Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall  
Criterion 6 = Overall

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

C4; C+ , C6; C+

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

The ad takes a current issue tied closely to its target audience to illicit a response. This was positive. The execution of compositional, photographic, lighting and font elements was lacking.

The panel was at odds to understand how C4 could have been rated in the A range.

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

- Font choice seems to conflict with the chosen photography
- Lighting required softening and more balance
- Background and contrast needed more consideration

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

N/A

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

- Some more background and history on the cultural implications of various font types
- Require student to clearly identify their 'message' and thereafter find various means to support it.

## Moderation Details for Calibration - Sample 4

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

Criterion 4 = Overall  
Criterion 6 = Overall

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

C4; B+, C6; B

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

- Exemplary use of composition principles
- Design elements compliment message in a rich, vivid manner technically, symbolically and literally
- Design elements convey a strong narrative connected to audience, lifestyle and aspirations

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

The presence of a lifted/appropriated slogan needed to be addressed. The ad could potentially include a greater call to action and purchasing.

Sample 4 - Summary of group consensus with comments to element level if applicable.

N/A

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

Increase student awareness of licensing, and copyright issues. Academic integrity should be addressed in this case/sample.

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall  
Criterion 6 = Overall

Sample 5 - What rating (or ratings) has the group assigned this sample?

C4; C, C6; C

Sample 5 - What evidence supports the

A confusing narrative with conflicting messages. This detracted from the overall

rating (or ratings) the group has given?

product.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

- More representative casting of voice actors (for less comedic effect)
- More clarity and distinction on the final voice-over track
- Greater consideration of sound elements in the background audio

Sample 5 - Summary of group consensus with comments to element level if applicable.

N/A

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

- Exposure to a broader range of reference material.
- Greater application of audience research.

### Planning for March Moderation 2020 - Statewide Samples

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

Criteria 1, 2,3

### Sharing Resources

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

No time was available for this opportunity.

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## Course Support

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

Professional learning opportunity on the interpretation of products appropriate for Unit 1 : Journalism.

Seems (from the meeting) there is still some confusion amongst teachers about what is appropriate, genre wise for students to produce during the unit and incorporation into their folios.

ie. parody, satirical news reports rather than journalistic products intended to inform a wider audience.