

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Arts - Media Production Level 3
Moderation Leader Name	Christopher Sierink
Moderation Leader Email	chrissierink@rocketmail.com
Minute Keeper	Simone Cunliffe
Minute Keeper Email	simone.cunliffe@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 Sierink - Elizabeth College Romany Best - Hobart College Dean Schuettpelez - Claremont College Damien Oliver-Black - Claremont College Gillian Crothers - Guildford Young Yvette Blackwood - Friends Stuart Packwood - Friends Sarah Forward - Rosny College Simone Cunliffe - Rosny College Anthony Apted - Hutchins
Apologies/absences - please enter	none

the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

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, Element 4, Element 5, Element 6
 Criterion 2 = Overall

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

crit 1: C+, crit 2: C

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

crit 1: reasonably well organised but limited terminology
 crit 2: reflects on journalistic media products with reference to a limited range of issues relating to purpose, audience and cultural context,

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

crit 1: more terminology specific to the question
 crit 2: they would have needed to describe relationships between journalism and society E2

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

see above

Sample 1 - What actions would you recommend for teachers to help the student attain

crit 1: more familiarity with a wider range of terminology , in class tests on terminology and essay questions
 crit 2: the clarification around ownership issues.

a higher rating (or ratings)?

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Element 4, Element 5, Element 6
 Criterion 3 = Overall

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

crit 1: t+, crit 3: C

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

crit 1: no punctuation, only one paragraph, spelling errors, but there was some valid information
 crit 3: they have explained ideas and issues

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

crit 1: see above
 crit 3: greater depth and analysis

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

we gave a t on element 6 - grammatical terminology

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

literacy support for student

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, Element 4, Element 5, Element 6
 Criterion 3 = Overall

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

crit 1: A-, crit3: A

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

crit 1:
 E5 - uses correct terminology
 E6 - follows grammatical conventions
 E4 - manipulates point of view
 crit 3:
 lots of reflection on social impact
 and critical analysis of effects of advertising
 wide range of media products analysed

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

crit 1: no spelling errors, tighter analysis
 crit 3: less repetition for instance in the first 2 paragraphs, more analysis of codes and conventions of ads

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

see above

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

crit3: mention algorithms and audience targeting

ratings)?

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, Element 4, Element 5, Element 6
 Criterion 2 = Overall

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

crit 1:B, crit 2: B

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

crit 1:
 E5 - used a range of terminology correctly
 E6 - uses appropriate grammatical conventions, spelling and punctuation
 crit 2:
 E7 - describes the styles and techniques used in a range of journalistic media products

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

crit 1: Address the question more effectively and include some rigorous evaluation of codes and conventions
 crit 2: Address the question more closely and have a better understanding of the points the writer was trying to make. Use better more targeted terminology in answer

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

see above

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

crit 1: focus on essay writing techniques
 crit 2: prepare for more exam topics

ratings)?

Planning for September Moderation 2019 - Statewide Samples

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

Advertising, criteria 4 and 6.

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

Claremont College to provide screen sample for South.
Provider of print to be announced.

Email address of the person providing the samples for September moderation

Screen - Schuettpelz, Dean (DoE)
dean.schuettpelz@education.tas.gov.au, Print - TBA

Sharing Resources

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

Discussion of how to assess at elemental level, particularly at the beginning stage of deciding which elements to include for a particular project or theory task as individual teacher\school doing internal assessment.

Course Support

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

For next years March moderation can each individual school\teacher please bring a theory task for Media Production foundation from Unit 1 for task\assessment sharing and moderation purposes.

Please include the exam question if moderation will be exam papers again.

When assessing our own folios internally it would be good if there was consensus

consider in relation to this course:

on which elements we all mark.

As the 'print and digital media specialisation' encompasses both print and digital publishing products, for example magazines are now available in print and digital formats the folio guidelines need to reflect this for this specialisation.