

2018 September 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	Chris Sierink
Moderation Leader Email	chris.sierink@education.tas.gov.au
Minute Keeper	Stuart Packwood
Minute Keeper Email	stuart.packwood@friends.tas.edu.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.	Gillian Crothers - (GYC) Chris Sierink (EC) , Stuart Packwood (The Friends' School), Matt Preston (EC), Damien Oliver-Black (Claremont), Anthony Apted (Hutchins), Romany Best (Hobart college), Sarah Forward(Rosny).
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	n/a

meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

C1, 4, 6

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

Screen minor product - advertisement

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 4 = Overall
 Criterion 6 = Overall

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

C1;C, C4:B, C6:B

sample?

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

Sound editing, pace of the edit motion graphics. Use of camera all shots were well framed and stable, focussed.

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

More camera angles and shot styles, these were somewhat limited. More dynamic shots for example moving shots, pans suggested.

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

Suggest to use the camera in different ways and vary shot styles.

Moderation Details for Calibration - Sample 2

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

Crit 1 = All elements
Crit 4 = All elements
Crit 6 = All elements

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

C1;B, C4:B, C6:B

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

C1; support material was strong

C4; Design and Positioning of the logo imitated conventions of the genre

C6; There were aspects of the product that Imitated conventions, although this was not strong

Sample 2 - What evidence would you need to see in

The support documentation was strong however the written component was missing and discussion about photography and was generally weak regarding technical

order to assign a higher rating (or ratings)?

aspects of production.
Improving the costume to match the product - high end fashion.

Framing of the final product could have been improved. possibly a reshoot should have been suggested based on the most successful shot which was used.

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

Guidance regarding choice of clothing to match genre.

Student's discussion (CI) could have been improved further by discussing more technical aspects of production for example the choice of font.

Moderation Details for Calibration - Sample 3

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

Crit 1 = All elements
Crit 4 = All elements
Crit 6 = All elements

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

C1;B, C4;C+, C6;B

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

C1;
C4;

-Some elements, such as downloaded audio elements, were not made by the student. We discussed the 5% ruling and that this possibly breached this ruling considering this is only an audio product (in contrast to print, which also is still imagery/text only, the 5% rule is regulated firmly)

-The final edit was not mixed in stereo.

C6; All agreed on there being strong narrative

-expand narrative to try and capture the home setting using foley

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

C1;
 -setting / background (foley) sounds could have been custom recorded
 - downloaded audio not totally suited.
 C4,;
 -Post production such as stereo to provide more of a spatial feel.
 -post production effects or filters could have helped the listener differentiate between that narrator and the Mother's voice as they sound the same.
 C6; Capture foley

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

Suggest (to the student) in order to assign a higher rating;
 -setting / background (foley) sounds could have been custom recorded
 - downloaded audio not totally suited.
 -Post production such as stereo to provide more of a spatial feel.
 -post production effects or filters could have helped the listener differentiate between that narrator and the Mother's voice as they sound the same.
 -Capture foley

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

Criteria 1,2 and 3.

Please enter the name and email address of the person providing

Jane Polley

the samples:

Email

jane.polley@education.tas.gov.au

Sharing Resources

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

Moderator Chris Sierink led a discussion on the high intrinsic value of recently participating in the 'Rosehaven' placement organised by Curriculum in partnership with Tas Screen. This was supported by other teachers in the meeting who had also participated in the program.

Course Support