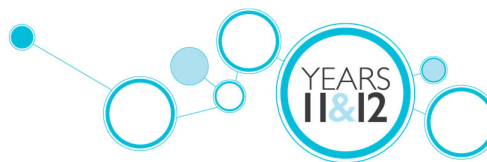


2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

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 B-

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

C4 Effective use of range of design processes and techniques. Aesthetics were what brought the product down.

C6 Reasonable narrative/linear

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

C4 The ad needs to take itself seriously - by the final script/VO line. Appealing to the target audience more.

C6 Not using conventions of a cat ad - using humour but not well

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

C4 Student needs to ensure all production elements are consistent.

C6 Take the product seriously - final line in the script not necessary.

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?

C4 - Reasonably effective production processes used.

C6 - Good tone and shaped the mood of the product well and was consistent.

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

C4 - Have purposeful and appropriate conventions of the style

C6 - Use the conventions of the Fender brand more.

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

C4 - Artistic direction needs to be reconsidered: especially to convince us that the actor was the "expert". Cut to 30 seconds

C6 - Name up the product properly - it's an infomercial.

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: B+ C6: A-

Sample 3 - What evidence supports the

C4 - Good use of design processes - photograph of model is well done.

rating (or ratings) the group has given?

C6 - Message is obvious and would appeal to the target audience. It would speak to it's target audience.

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

C4 - Layout needed to be re-thought.

C6 - Linking of the written to the product/product is too middle of the road for the genre.

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

C4 - Reconsider the layout eg the HE is too close to the edge/mascara and lipstick icons in the bottom right hand corner are jarring

C6 - Remove the product shot as its a distraction rather than enhancing the narrative.

Moderation Details for Calibration - Sample 4

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

Criterion 4 = Overall
Criterion 6 = Overall

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

C4: B C6: A-

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

C4 - Good composition and layout.

C6 - Implied connection between the ad and sustainability.

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

C4 - Writeup doesn't match the product ie naming the hobby artist and professional artist as the target is too broad.

C6 - Tighten up the connection between target audience and product in the write-up

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

C4 - Need to use a realistic watercolour image on the writing pad.

C6 - Be more specific about what the narrative intentions are.

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 rating (or ratings) the group has given?

C4: There was enough evidence of production processes to warrant a C
C6: Simplistic narrative done poorly technically.

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

C4: Limited use of production processes to develop product
C6: Limited use of narrative structures

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

C4: Use actors for the voiceovers.
C6: Narrative wouldn't be suitable for this particular beer ad.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 1 and 2 for 3C (Unit 1 Internal Essay)/2C - Major product x2

Sharing Resources

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

N/A not enough time.

Course Support

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

Combining 2C with 3C.