

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

Arts - Art Theory and Criticism 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 1 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8

Criterion 2 = Overall, Element 1, Element 2, Element 3, Element 4

Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4

Criterion 4 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

Criterion 5 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7

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

B

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

The group felt that there was evidence in the essay to show that the student had done sufficient work to show an understanding about art terminology as a way to express opinions. (C1 E 1,2,3,4) There was a clear identification of sources and structure to the essay to indicate a B rating. (C1 E7) The student showed their ability to provide a reasonable analysis of cultural references from a range of artists. The art work described was particular to the students interest and inquiry. It showed strength to elements that were about connections to a range of social networks and community art. (C2 E1,2)

The B rating was consistent over all the elements.

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

For a higher rating there needed to be more evidence of relevant historical art-based references. This would have added depth to work. Categorising and making stronger connections between artists and artwork would have pushed the award higher too. This could have helped them voice their opinions at a stronger level adding depth to the topic and the students ability to apply justified evidence (C3 E2,3). It was felt that the topic was too broad and if it had been tighter it might have had more potency as a final essay. (C5 E1,2,3)

Sample 1 - Summary of group consensus

Building a better and stronger link to an art context, establishing their art references and influences in the essay would have added depth and a more accurate

with comments to element level if applicable.

account of the topic.

Adding a personal statement of intent might have been helpful to add context.

Understanding and applying a greater use for the art elements and the conventions were needed to meet an A level.

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

Guide the student to create a tighter question for discussion based on research and references.

Creating a more concise framework/outline in the introduction would have made more sense for the reader.

Adding more art context into the paper rather than it being targeted to the investigation of 'mental illness'.

Proof reading and guiding the student's reading.

Focusing on the overall sequence of paper to improve the use of art language and art analysis.

Planning for September Moderation 2020 - Statewide Samples

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

Art Theory and Criticism Criteria 1,2,3,4,5

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

Dylan Oswin

Sharing Resources

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

N/A

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

N/A