

**Form Name:** Years 11&12 March Moderation 2018 - Report

**Submission Time:** March 15, 2018 1:30 pm

## Meeting Details

<b>Meeting Venue:</b>	South
<b>AM or PM session?</b>	AM
<b>Which Learning Area is this Report for?</b>	Arts
<b>Which AM Meeting is this report for?</b>	Arts - Visual Arts Suite: Visual Art Level 2, Art Practice Level 2, Art Production Level 3 and Art Studio Practice Level 3
<b>Moderation Leader Name</b>	Peta Collins
<b>Moderation Leader Email</b>	peta.collins@education.tas.gov.au
<b>Minute Keeper (if available)</b>	Matthew Stolp
<b>Minute Keeper Email</b>	mstolp@gyc.tas.edu.au

## Attendance

**Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding**

Kate Langridge  
Rachelle Robinson  
Jenny Morgans  
Hamish Hall  
Miriam Berkery  
Matthew Stolp  
Jessica Lewis  
Tristan Ferguson  
Emma Havard  
Peter veness  
Judith McDonald  
Alice Bowman-Shaw

<b>anyone who was extra on the day</b>	Peta Collins Alex Pitt Louise Bloomfield Stephanie O'May Dylan Oswin Wayne Brookes Rosemary Summers Kate Langridge Rachelle Robinson Jenny Morgans Gillian Crothers Romany Best Ben Hay Meg Jenkins Evelyn Murray
<b>Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:</b>	N/A
<b>Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend</b>	Miriam Grice ;Carlin Briggs ;Jane Finch ;Damien Stolp ;Eve Mills ;Barb Gilbert

## Moderation and Annotations for Sample 1

<b>Sample 1 - Criteria assessed against</b>	C1
<b>What rating (or ratings) has the group assigned this Sample?</b>	SAMPLE 1 C+
<b>What evidence</b>	Group 1

**supports the rating (or ratings) the group has given**

Sample 1 consensus was a B. The work needed to improve in terms of the material. It needed improvement in E2

Group 2

Sample 1 - E2 and E3 needed improvement because of a lack of documentation C+.

Group 3

Sample 1 - C+ E2 needed improvement because it showed limited use of principles of design.

Group 4

Sample 1 - B. There was evidence of control and manipulation. To be a higher rating it needed consistency on E1 and E2

Group 5

Sample 1 - C+. The journal did not show evidence of E4.

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

more variety in the use of medium across the folio  
increase exploration in use of mark making, colour exploration and surface treatment

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

produce greater range of evidence to reflect exploration in the use of design elements  
increase level of documentation and experimentation evidence in diary

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C1

<p><b>What rating (or ratings) has the group assigned this Sample?</b></p>	<p>SAMPLE 2            A</p>
<p><b>What evidence supports the rating(s) the group has given</b></p>	<p>Group 1</p> <p>Sample 2 consensus was an A-. This was a stronger body of work.</p> <p>Group 2</p> <p>Sample 2 - The group decided on an A-. The work was more resolved. All of the work was presented in a similar size and needed more variety in presentation in order for it to be given an A rating.</p> <p>Group 3</p> <p>Sample 2 - A but it does depend on how it would be hung. E2 could have some improvement.</p> <p>Group 4</p> <p>Sample 2 - A-. The work was held back by a lack of evidence of editing and selecting. This was missing from the journal</p> <p>Group 5</p> <p>Sample 2 - A. There was evidence of discussion of design in the journal.</p>
<p><b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b></p>	<p>increase evidence of editing process in journal</p> <p>well resolved folio</p>
<p><b>What actions would you recommend for teachers to help the student attain a higher rating (or</b></p>	<p>N/A</p>

ratings)?

### Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C1

**What rating (or ratings) has the group assigned this Sample?**

N/A

**What evidence supports the rating(s) the group has given**

N/A

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

N/A

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

N/A

### Summary of any further samples moderated

**Further samples - Criteria assessed against**

C1

**What ratings have the group assigned this/these**

N/A

<b>Sample(s)?</b>	
<b>What evidence supports the ratings the group has given</b>	N/A
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	N/A
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	N/A

## Planning for September Moderation 2018

<b>Are you planning on:</b>	<p>Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing</p> <p>Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing</p>
<b>Please list the criteria to be moderated:</b>	N/A
<b>Briefly describe the type of task you plan to look at:</b>	N/A
<b>Please state the name of the person supplying the samples for the September</b>	Peta Collins

**moderation**

**Email**

peta.collins@education.tas.gov.au

## Sharing Resources

**Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.**

N/A

## Course Support

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

N/A

## Annotated Exemplars

**Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?**

Other: N/A

**Any comments:**

N/A

**Form Name:** Years 11&12 March Moderation 2018 - Report

**Submission Time:** March 15, 2018 1:55 pm

## Meeting Details

**Meeting Venue:**

South

**AM or PM session?**

AM

**Which Learning Area is this Report for?**

Arts

**Which AM Meeting is this report for?**

Arts - Visual Arts Suite: Visual Art Level 2, Art Practice Level 2, Art Production Level 3 and Art Studio Practice Level 3

**Moderation Leader Name**

Peta Collins

**Moderation Leader Email**

peta.collins@education.tas.gov.au

**Minute Keeper (if available)**

matt Stolp



## Attendance

**Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding anyone who was extra on the day**

Kate Langridge  
Rachelle Robinson  
Jenny Morgans  
Hamish Hall  
Miriam Berkery  
Matthew Stolp  
Jessica Lewis  
Tristan Ferguson  
Emma Havard  
Peter veness  
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Peta Collins  
Alex Pitt  
Louise Bloomfield  
Stephanie O'May  
Dylan Oswin  
Wayne Brookes  
Rosemary Summers  
Kate Langridge  
Rachelle Robinson  
Jenny Morgans  
Gillian Crothers  
Romany Best  
Ben Hay  
Meg Jenkins  
Evelyn Murray

**Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:**

none

**Apologies/absences - please enter the names and schools (and email addresses if you have them) of**

Miriam Grice, Carlin Briggs; Chris Seirink; Barbara Gilbert; Eve Mills; Jane Finch; Damien Stolp

anyone on your  
attendance list  
who did not  
attend

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria  
assessed against**

C3

**What rating (or  
ratings) has the  
group assigned  
this Sample?**

SAMPLE 1 C+

**What evidence  
supports the  
rating (or ratings)  
the group has  
given**

Group 1

Sample 1

Everyone was in the same range. Three Bs and a B-. This averaged out as a B.

To improve the body the student would need to be more refined, successful and resolved. It needed to be more technically refined.

Group 2

Sample 1 - C+ there were a number of mixed ratings but the group decided there was not enough range in the body.

E1 needed improvement - there was nice resolution in the work but minimal evidence within the studio areas.

Group 3

Sample 1 - mixture of Cs and Bs for sample 1 but averaged at a C+. E1 and E3 needed improvement because the body needed a larger range of evidence and a larger range of work. There needed to be a greater quantity of work considering it was a course of 150 hours.

Group 4

Sample 1 - borderline but came to a B- consensus. There were three studios but they were limited in

development. E1 and E2 needed improvement.

Group 5

Sample 1 - C+ There was a need to extend the range of techniques. Improvement needed in E2. Improvement also needed in E4

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

To improve the body the student would need to be more refined, successful and resolved. It needed to be more technically refined.

E1 needed improvement - there was nice resolution in the work but minimal evidence within the studio areas.

E1 and E3 needed improvement because the body needed a larger range of evidence and a larger range of work. There needed to be a greater quantity of work considering it was a course of 150 hours.

There were three studios but they were limited in technical development. E1 and E2 needed improvement.

There was a need to extend the range of techniques. Improvement needed in E2. Improvement also needed in E4

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

More documentation needed in visual diary to show level of exploration and development in technical skills

Improvement in the level of refinement in evidence.

Increased quantity of evidence of technical experimentation needed in each studio area.

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C3

**What rating (or ratings) has the group assigned**

SAMPLE 2 B

<b>this Sample?</b>	
<b>What evidence supports the rating(s) the group has given</b>	<p>Group 1</p> <p>Sample 2</p> <p>The second body averaged to a C+ - The language of the work was more in tune with C ratings.</p> <p>Group 2</p> <p>Sample 2 - B- needed to improve the demonstration of basic techniques and provide a wider range of evidence. E2 needed to be improved.</p> <p>Group 3</p> <p>Sample 2 - C+ for the same reasons. The student had developed a larger amount of work but the technique was deficient</p> <p>Group 4</p> <p>Sample 2 - consensus on a B. There was a wider range of media explored. The drawing work showed a good level of proficiency in E1 and E2.</p> <p>Group 5</p> <p>Sample 2 - B because of the wider range of work. The journal was also very good and referenced technical work.</p>
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	<p>Evidence against E2 needed to be improved.</p> <p>The drawing work showed a good level of proficiency in E1 and E2. Increase the quantity of evidence to demonstrate the range and diversity of media explored.</p>
<b>What actions would you recommend for</b>	<p>Ensure the provision of a wider range of evidence to improve on E1 and E2 Engage with a broader level of experimentation to produce a variety of evidence</p>

**teachers to help the student attain a higher rating (or ratings)?**

Students encouraged to explore each technique in more depth and increase the quantity of evidence to demonstrate refinement in technical skills.

### Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C3

**What rating (or ratings) has the group assigned this Sample?**

N/A

**What evidence supports the rating(s) the group has given**

N/A

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

N/A

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

N/A

### Summary of any further samples moderated

**Further samples - Criteria assessed against**

C2

**What ratings have the group**

N/A

<b>assigned this/these Sample(s)?</b>	
<b>What evidence supports the ratings the group has given</b>	N/A
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	N/A
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	N/A

## Planning for September Moderation 2018

<b>Are you planning on:</b>	<p>Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing</p> <p>Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing</p>
<b>Please list the criteria to be moderated:</b>	2C courses will not moderated through in September DoE moderation meetings
<b>Briefly describe the type of task you plan to look at:</b>	N/A
<b>Please state the name of the person supplying the samples for</b>	N/A N/A

**the September  
moderation**

**Email**

peta.collins@education.tas.gov.au

## Sharing Resources

**Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.**

N/A

## Course Support

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

N/A

## Annotated Exemplars

**Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?**

Other: none of them

**Any comments:**

Visual Art is not moderated in DOE September meeting. It has separate TASC moderation meeting.

**Form Name:** Years 11&12 March Moderation 2018 - Report

**Submission Time:** March 16, 2018 10:52 am

## Meeting Details

**Meeting Venue:**

South

**AM or PM session?**

AM

**Which Learning Area is this Report for?**

Arts

**Which AM Meeting is this report for?**

Arts - Visual Arts Suite: Visual Art Level 2, Art Practice Level 2, Art Production Level 3 and Art Studio Practice Level 3

**Moderation Leader Name**

Peta Collins

**Moderation Leader Email**

peta.collins@education.tas.gov.au

**Minute Keeper (if**

Evelyn Murray



available)

Minute Keeper  
Email

evelyn.murray@education.tas.gov.au

## Attendance

**Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding anyone who was extra on the day**

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Gillian Crothers  
Romany Best  
Ben Hay  
Meg Jenkins  
Evelyn Murray

**Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:**

N/A

**Apologies/absences - please enter the names and schools (and email**

Miriam Grice; Carlin Briggs; Jane Finch; Damien Stolp;  
Eve Mills; Barb Gilbert

addresses if you have them) of anyone on your attendance list who did not attend

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria assessed against**

C2

**What rating (or ratings) has the group assigned this Sample?**

SAMPLE 1 C

**What evidence supports the rating (or ratings) the group has given**

Group 1:

Sample 1

How is art a universal language -Overall consensus 'C'

E4 - to come up to a C+ or B they needed more cultural influences

E1 - same as for E4

No connection between artworks, struggled to understand what intentions of paper were based on structure of paper.

Group 2:

Sample 1

How is art a universal language -

Consensus of C-

E1 and E4 were the particular areas that needed to be more developed. Assertions without backing up. Quite a difficult structure and argument not resolved

Group 3:

Sample 1

How is art a universal language -Both ends of the scale for this essay. Decided on a B-

E2 - very well with personal voice, still working out and deciding on focus

E1 - struggled to describe or identify cultural influences

E4 - not strong referencing

Sample 1 had a voice and an effort to make some different links, let down by lack of referencing

Group 4:

Sample 1

How is art a universal language -

Across the board a C-

E1 - it only identifies the social and cultural context and does not use it to the readers advantage

E3 - assessing and interpreting did not really happen

E4 - contextual history was limited and rarely referred to to strengthen argument

Group 5:

Sample 1

How is art a universal language -

Group consensus 'C'

The paper did not seem to have a visual art context, clumsiness not engaging at all

Referencing was weak

Very weak paper with very little content

**What evidence would you need to see in order to assign a higher rating (or**

E4 - to come up to a C+ or B they needed more cultural influences

E1 - needs to identify visual art context- not only social and cultural influences

**ratings)?**

Identify cohesive elements between artworks - make connections

Plan and develop a clear structure for paper

E1 and E4 needed to be more developed -assertions needed to be justified

The central argument needed to be more fully resolved

E1 - describe interpret and identify cultural influences

E4 - improve referencing

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

Improvement needed to referencing

More research into historical and contemporary art contexts to support rationale

Clarify and articulate the rationale in more detail

Identify and investigate artistic influences in more depth to support central argument

Greater focus on the interpretation and description of visual art context and relevant artistic influences to support rationale

Improve planning process to sequence and structure paper to more effectively articulate the rationale

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C2

**What rating (or ratings) has the group assigned this Sample?**

whole group consensus A-

**What evidence supports the rating(s) the group has given**

Group 1:

Sample 2

Ethnography to Fine Art -

Overall consensus A

Strong paper

Intro - great context for the actual topic, was their context missing for cubism? - no - couldn't fit it into the word count. Strong overall.

Group 2:

Sample 2

Ethnography to Fine Art -

Borderline A, agreed on a A -

E2 - needed a bit more of a personal voice - is it just a stringing together of everything they have read?

Group 3:

Sample 2

Ethnography to Fine Art -

Group consensus

Not a lot of debate on this one, A- across the board

Group 4:

Sample 2

Ethnography to Fine Art -

All in group gave it an A

Strength of paper underpinned by the contextual nature of it

History very clear and structured

Breakdown of language good

Strong across each of the individual elements

Group 5:

Sample 2

Ethnography to Fine Art -

Group consensus 'B'

Referencing is a mess, repeated referencing, urls mixed in

Language, does not address contemporary art - no contemporary discussion

Has it been through turn it in?

Limited in terms of scope of contemporary art - discussion around this - remove the word contemporary art - must address the title

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

E2 - needed a bit more of a personal voice - is it just a stringing together of everything they have read?

Not a lot of debate on this one, A- across the board

All in group gave it an A

Strength of paper underpinned by the contextual nature of it

History very clear and structured

Breakdown of language good

Strong across each of the individual elements

Referencing is a mess, repeated referencing, urls mixed in

Language, does not address contemporary art - no contemporary discussion

Has it been through turn it in?

Limited in terms of scope of contemporary art - discussion around this - remove the word contemporary

art - must address the title

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

Limited in terms of scope of contemporary art - discussion around this - remove the word contemporary art - must address the title

Overall consensus A-

Improve referencing

### Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C1

**What rating (or ratings) has the group assigned this Sample?**

N/A

**What evidence supports the rating(s) the group has given**

N/A

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

N/A

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

N/A

## Summary of any further samples moderated

<b>Further samples - Criteria assessed against</b>	C1
<b>What ratings have the group assigned this/these Sample(s)?</b>	N/A
<b>What evidence supports the ratings the group has given</b>	N/A
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	N/A
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	N/A

## Planning for September Moderation 2018

<b>Are you planning on:</b>	Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing
<b>Please list the criteria to be moderated:</b>	Criteria 1,2,3,4,and 5
<b>Briefly describe the type of task</b>	Two anonymised draft Major Papers to be collected and ratings to be pre-submitted prior to the September



**you plan to look at:**

meeting.

**Please state the name of the person supplying the samples for the September moderation**

Peta Collins

**Email**

peta.collins@education.tas.gov.au

## Sharing Resources

**Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.**

N/A

## Course Support

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

N/A

## Annotated Exemplars

**Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?**

Other: none

**Any comments:**

The samples presented at the meeting would not be suitable to use as an annotated exemplar. The meeting supported the idea for appropriate annotated exemplars to be selected from 2017 and 2016 for this course.