Moderation Report

Computer Graphics and Design Foundation Level 2
Computer Graphics and Design Level 3

Moderation Details for Calibration - Sample 1

° Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Computer Graphics and Design 3 Criterion 2: All elements
° Sample 1 - What rating (or ratings) has the group assigned this sample?	Ratings varied from C to T+
° Sample 1 - What evidence supports the rating (or ratings) the group has given?	The student did not address many parts of the Design Process, which is a focus for this Criterion. The student addressed Element 4 "identifies and selects methods to solve problems" to the level of a C rating but did not address the other elements as thoroughly.
° Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	The steps of the Design Process needed to be explicitly stated, included, and followed.
° Sample 1 - Summary of group consensus with comments to element level if applicable.	T+
° Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Teacher could provide scaffolds for the student, such as a template or flowchart of what to include in the submission. Teacher could analyse exemplars with students. Teacher creates a 'Timeline Action Plan' for the project, with regular reviews, in order to keep students up to date with completing all necessary work/steps.

Moderation Details for Calibration - Sample 2

° Sample 2 - Please identify each criterion being moderated and IF	Computer Graphics and Design 3 Criterion 2: All elements

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Tasmanian Government

SELECTED the elements within that criterion

° Sample 2 - What rating (or ratings) has the group assigned this sample?	In four breakout groups, the overall ratings for Criterion 2 were: C, C+, B, B-
° Sample 2 - What evidence supports the rating (or ratings) the group has given?	Parts of the Design Process were omitted, such as story boards and preliminary sketches. However, the student did effectively solve problems, put effort into a number of parts of the Design Process, and sequence & annotate graphics to show decisions and processes.
° Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	The full Design Process addressed, including sketches and story boards.
° Sample 2 - Summary of group consensus with comments to element level if applicable.	We were unable to reach a consensus. We were split between C+ and B-.
° Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Similarly to Sample 1: Teacher could provide scaffolds for the student, such as a template or flowchart of what to include in submission. • Teacher could analyse exemplars with students. • Teacher creates a 'Timeline Action Plan' for the project, with regular reviews, in order to keep students up to date with completing all necessary work/steps.

Moderation Details for Calibration - Sample 3

° Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Computer Graphics and Design – Foundation 2 Criterion 7: Elements 1 to 3 only
° Sample 3 - What rating (or ratings) has the group assigned this sample?	All breakout groups assigned a B rating.
° Sample 3 - What evidence supports the rating (or ratings) the group has given?	The student provided evidence of using a variety of techniques in 3D modelling. Particularly strong with following standards and conventions, including those provided in the project brief, along with those relating to digital technologies.
° Sample 3 - What evidence would you need to see in order	Perhaps the student could explicitly use jargon/metalanguage relating to the techniques they used, such as 'extrude,' 'bevel' etc. Although Element 1 does

	to assign a higher rating (or ratings)?	not require students to name the techniques they use, it could help the student get the rating they deserve.
°	Sample 3 - Summary of group consensus with comments to element level if applicable.	B
°	Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Teacher could give students a glossary of terms to include in their writing, in order to ensure students are using a range of techniques and technologies.

Moderation Details for Calibration - Sample 4

°	Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Computer Graphics and Design – Foundation 2 Criterion 7: Elements 1 to 3 only
°	Sample 4 - What rating (or ratings) has the group assigned this sample?	Groups gave very varied ratings ranging from A to C+
°	Sample 4 - What evidence supports the rating (or ratings) the group has given?	The student used metalanguage accurately. They created an effective design solution.
°	Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Some in attendance thought that the student's 3D model was basic and could have covered the elements of this Criterion better if textures had been added or UV mapping been utilised.
°	Sample 4 - Summary of group consensus with comments to element level if applicable.	After discussion, no consensus was made. However, the rating would most likely fall into either C+ or B-.
°	Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Teachers could ask students to focus on showcasing their finished designs at the end of their presentations. Neither of the 2 samples did this.

Planning for next moderation meeting - Statewide Samples

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

CGD3: Criterion 6

CGD2: Criterion 4

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

CGD3: Lloyd McDonald

CGD2: Mike Giblin

Sharing Resources

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

Mike Giblin invited attendees at today's meeting to add resources any time throughout the year to the Computer Graphics and Design Teams chat, found in the 'SD Technologies' Channel on Microsoft Teams

Course Support

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