

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

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

Criterion 6 = Overall

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

C-

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

The student hadn't fully answered the question, they didn't address part c) of the question.

Design sketching is a critical part of design communication and the students sketching was very basic. The students failed to reasonably articulate what they were trying to communicate.

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

For this student to achieve more highly they would need to address all aspects of the question. Through their annotated sketches and supporting notes. The student listed a few key design considerations in their response to part a), but evidence of these considerations was not carried through into their design sketches.

Sample 1 - Summary of group consensus with comments to element level if applicable.

There was a strong group consensus that the exam question was not designed well to address Criterion 6 as it asked students to discuss elements and principles (Criterion 5) rather than the environmental and social factors which are directly relevant to Criterion 6.

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

Students need to be taught more design sketching skills.

Students should learn to annotate/analyse their designs in relation to the criteria being assessed. This required the student to have a greater understanding of Criterion 6 and the elements markers are looking for when assessing the question.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 6 = Overall
Sample 2 - What rating (or ratings) has the group assigned this sample?	C+
Sample 2 - What evidence supports the rating (or ratings) the group has given?	<p>The student's annotations and accompanying notes were primarily descriptive, however, there was some evidence of basic analysis. Their list of student needs in the space was basic and left out some key factors, like windows and light.</p> <p>The student didn't discuss the interrelationships between competing factors (as assessed in Cr 6); however, the question did not set them up to do this.</p>
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	<p>Sketching needed more supporting notes for it to be interpreted effectively or to be a higher calibre of sketch. The student needed to use more standards and conventions when creating their sketches like labelling their drawings as plans.</p> <p>The question called for detailed sketches of two different designs. The student's design lacked any significant differentiation between their two sketches. They also needed more detail to improve their results.</p> <p>Sketches and information need to address the elements within the criteria, i.e., environmental factors can be addressed through the sketches showing windows in the reading room for light.</p>
Sample 2 - Summary of group consensus with comments to element level if applicable.	<p>Many thought that it would be useful for students, if through the wording of the question students were set up to address specific elements of Criterion 6.</p> <p>The student did a reasonable (possible B rating) job of answering the question purely as it was written in the exam, however, when assessing it against Criterion 6 it was difficult to justify giving it more than a C rating.</p>
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	<p>Students need to be taught more design sketching skills.</p> <p>Students should learn to annotate/analyse their designs in relation to the criteria being assessed. This required the student to have a greater understanding of Criterion 6 and the elements markers are looking for when assessing the question.</p>

Moderation Details for Calibration - Sample 3

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

Criterion 6 = Overall

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

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

Looking at all the elements within Criterion 6 it didn't reach a 'C' level with any of them. The student was unable to identify any of the design needs or factors. The student used none of the conventions required of a story board beyond a very basic sketch of the frames. Not enough info for a crew to shoot from.

The question asked the student to list the design considerations and write a design brief. The student wrote a list of things they would include in their film. These ideas were not clearly carried across to their story board

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

The cells within a storyboard need to be annotated to key in the script. There also needs to be comment about mood, lighting, camera technique, scene length, etc.

The design considerations and brief are an opportunity for students to address many of the elements within Criterion 6. These should link directly to the story board.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Many felt that the question was too big (asking for a storyboard for a 5 minute film) in comparison to other questions in this section of the exam, regarding the space supplied to answer it and in regard to the recommended time for answering it.

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

Teachers need to do explicit exam prep with students, reviewing questions and how to answer them in relation to Criterion 6.

Students need to understand conventions for different visual communication techniques, in this case, storyboarding.

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 4: Generate and communicate ideas using a range of graphic techniques.

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

Joshua Armstrong

Sharing Resources

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

For sketching techniques:

Apologies, I seem to have lost some of your recommendations for sketching.

Nelson, Visual Communication Design, VCE units 1-4

www.youtube.com/c/productdesignermaker

For software:

For parametric modelling and true engineering modelling Onshape (online)

Fusion 360 for CAD machining (best suited to high achieving Level 3s)

ArchiCAD and Twin Motion for architectural visualisation

Blender for surface modelling and animation because it is free

All Autodesk good for licencing because it is free to students.

Adobe Dimension (part of the Creative Suite) is great for 3D renders where you want to visualise logos and merchandise.

Course Support

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

There was some discussion that Criterion 6 may not be the best criterion to assess through Section C of the exam and that perhaps Criterion 4 could be a better choice.