

2021 March Moderation - Report



Which meeting is this report for?

Computer Graphics and Design Foundation Level 2

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

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 student had a very good understanding of the use of elements and principles of design evidenced by the production of a high-quality 3D character. They had a good understanding of colour theory and used appropriate language and vocabulary to discuss this. They only discussed a limited range of elements and principles.

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

A greater discussion of the elements and principles used beyond the discussion of colour.

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

Initial ratings ranged from an A- to a C-. The conversation revolved around teachers justifying why they gave it the rating they had. With some agreeing that they had marked too hard while others agreeing they had been too generous. It was decided that against Element 1, the student had identified a limited range of elements and principles. Element 2, the student had correctly used a range of specialised terminology to discuss colour theory and how it applied to their design. Element 3, they had effectively applied a wide range of elements and principles to create computer graphics for a specific purpose.

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

We recommended that a section of the design report be dedicated to a discussion of the elements and principles used by that student. This could include the use of some guiding questions.

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

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?

Good use of elements and principles of design. Their discussion of elements and principles was minimal - some dot points, and the language used to discuss them was not specific to the topic.

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

A more in-depth discussion of the elements and principles and how they have been applied and used throughout the design process. The discussion should use language which is specific to those elements and principles.

Sample 2 - Summary of group consensus with comments to element level if applicable.

The initial ratings ranged from B to t-. The conversation revolved around teachers justifying why they gave it the rating they had. With some agreeing that they had marked too hard while others agreeing they had been too generous. It was decided that against Element 1, the student had identified a limited range of elements and principles. Element 2, the student had used a very limited range of specialised terms relating to elements and principles. Element 3, they had effectively applied a range of elements and principles to create computer graphics.

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

Greater exposure to critical language around the elements and principles of design. This could be done through in class critique sessions of own and others work. The use of exemplar videos of designers critiquing their work, and specially designed tasks which focus on students using specialised terminology.

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

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

C-

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

The student's work showed a base level of use of the elements and principles of design, with very basic discussion and minimal correct terminology.

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

For this student to improve their rating a stronger discussion of the elements and principles they had used during their design process, specifically during their design development phase would be beneficial. For that discussion to use correct terminology would also improve their results.

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

The initial ratings ranged from C to t-. The conversation revolved around teachers justifying why they gave it the rating they had. It was decided that against Element 1, the student had identified a very limited range of elements and principles. Element 2, the student had not used specialised terms relating to elements and principles. Element 3, they had used a limited range of elements and principles to create computer graphics.

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

Pre learning tasks focused on the elements and principles of design, how they are used in design and the language we need to use when discussing them.

Students could develop a glossary of terms.

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 6 - describe features of contemporary computer graphics systems

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

Kent Moore

Sharing Resources

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

The VCE Text - Visual Communication Design, Chapter 5 is a good resource for element and principles of design

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:

Apologies, we didn't discuss this.