

2021 March Moderation - Report



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 2 = 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?

During the design development phase of their project the student was able to discuss and annotate important aspects of their design, but not how those aspects would affect their design. They had a good discussion of their modelling process and how the modelling process affected the outcome of the design.

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

The student had designed a number of components which needed to come together to create the final product. Their project would have benefited from an investigation and analysis of how those components came together to create the final form. Including some 3D drawings of their final design.

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 and in part analysed existing problems in computer graphics and design situations. Element 2, they had identified a range of potential problems in computer graphics and design situations and suggested possible strategies to address them, through their sketching and annotations. Element 3, they had followed the design process using a limited range of available resources. While they had done a lot of sketching, they had used very limited styles and annotations. Their production phase was stronger than their design development phase. Element 4, their rating here sat between a B and a C, during the design development phase, they did not select appropriate methods to communicate their final design. However, during the modelling phase they were able to select appropriate methods to solve problems. Element 5, their work was sequenced logically but not always clearly, it was difficult at times to follow their problem-solving process. We thought that the project suffered from a succinct design brief to guide it. The student would have benefited from designing just one

component of their final product and doing it to a high standard.

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

Scaffolding the design brief to ensure that the student is able to produce a clear and concise brief before moving on to the next phase of the process.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = 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?

This student executed the production of their project well and demonstrated a good understanding of 3D modelling, texturing, lighting and rendering processes. The student's design development was limited. The design development was more a reproduction of others' work in a different format than an exploration of their own ideas. The exploration of format was limited to isometric. Their sketching didn't show a good understanding of isometric drawing as there were issues with the angles used. The product produced didn't align neatly with their design brief. The design brief spoke of animations, there was no animation in their final product

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

A greater exploration during the design development phase of how the subjects could be placed and viewed within the isometric scenes. A storyboard to show how the student intended to animate their work. The project needed to include an evaluation to reflect on and conclude their design process.

Sample 2 - 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 agreed they had been too generous. It was decided that against Element 1 the student identified existing problems in computer graphics and design situations through the development of their brief. Element 2, they had identified limited potential problems in computer graphics and design situations but had not suggested a strategy to address them. Element 3, the student sat between a C- and a B rating, their design process, excluding the production phase, had followed a design process using a very limited range of techniques, there was no evaluation, while the production phase followed the design process in an effective manner, to produce a technically good finished

product . Element 4, sat at a B rating with the production phase of the project sitting in the A range while the problem solving methods during the design development phase were in the C range. Finally, element 5, the student sequenced and presented their graphics with minimal annotations to show the problem-solving process.

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

Again, scaffolding the brief writing to ensure that students start the process with a clear and achievable goal.

Make students aware of how they'll be assessed with examples of work at each standard. Make it clear what markers are looking for in each part of their folio and through each stage of the design process.

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 6 - Analyse the impact of design in society

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

TASC via Belinda Brennam - Can we please have samples from exam Section C

Sharing Resources

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

Nothing discussed

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:

Not discussed