

# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which PM Meeting is this report for?	Arts - Art Production Level 3
Moderation Leader Name	Peta Collins
Moderation Leader Email	peta.collins@education.tas.gov.au
Minute Keeper	Alex Pitt
Minute Keeper Email	pitta@fahan.tas.edu.au

## Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.

Miriam Grice  
Calvin Christian School  
Stephanie O'May  
Claremont College  
Judy Mcdonald  
Elizabeth College  
Jenny Morgans  
Elizabeth College  
Chris Sierink  
Elizabeth College  
Damien Stolp  
Elizabeth College  
Alex Pitt  
The Fahan School  
Helen Wright  
The Fahan School  
Miriam Berkery  
The Friends School  
Hamish Hall

The Friends School  
Gillian Crothers  
Guilford Young College  
Meg Jenkins  
Guilford Young College

Matt Stolp  
Guilford Young College  
Wayne Brookes  
Hobart College  
Jack Robert-Tissot  
Hobart College  
Belinda Winkler  
Hobart College  
Peta Collins  
Rosny College  
Tristan Ferguson  
Rosny College  
Evelyn Murray  
Rosny College  
Dylan Oswin  
Rosny College  
Jessica Lewis  
St Marys College  
Louise Bloomfield  
St Michaels Collegiate  
Sue Ekins  
Hutchins School  
Rachelle Robinson  
Hutchins School

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Rosemary Summers  
Jane Giblin

## 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, Element 1, Element 4  
Criterion 7 = Overall, Element 1, Element 2

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

Folio 1 Criterion 6 rating = B Criterion 7 rating =C+

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

What evidence supports the ratings the group has given?

C. 6 B A range of research but not clearly articulated in own work

C. 7 C+ documentation of own editing and intentions relating to the concepts being explored

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

C. 6 B Refine examples for final display - documented in visual diary

E4 student identifies some sources for own work but does not clearly identify all

Ideas not extended or explored in sufficient depth

C. 7 C+ Experimentation with a range of photographic papers and display techniques

Sample 1 - Summary of group consensus at element level with comments

E 1 student selects and uses some techniques but has a limited range of experimentation with these techniques

Summary of group consensus at element level with comments

E1 - Evidence in the journal of reflecting and analysing own practice to a sound level but lacking the critical analysis to take the work to an A standard. Notes on work are brief dot points, general in nature. A few examples of analysing how images have been edited and developed and this process is occasionally documented but a little underdeveloped at this stage. More evidence of how aesthetic choices have been reached would be need to take this work beyond a B standard.

Could be more reflection of the relationship between the positive and negative shapes in the images and the move towards abstraction could be made more obvious with connections to abstract artworks. - E3

E4 - The source of the concept is documented and is evident in the body of work but the degree to which adaption and extension of the ideas has taken place is not

fully developed

Criteria 7

E1 - more evidence of the editing and technical manipulations through the use of screen shots

E2 - tonal quality of the work could be more fully developed with more clearly documented evidence of experimentation in an effort to resolve technical issues.

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

See above.

Criterion 6

E1 not an A - not critically analysing

E2 a lot of thoughtful reflection

Criterion 7

E1 -experiments well but not a range

E2 - evidence of resolving in journal should be more experimentation with photo papers for final submission

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

Encourage more critical analysis of conceptual content

experiment more with layout and link final display clearly to conceptual intentions

Moderation Details for Calibration - Sample 2

**Sample 2 - Please identify each criterion being moderated and if selected the elements within that criterion**

Crit 7 = All elements, Element 1, Element 2

**Sample 2 - What rating (or ratings) has the group assigned this**

Folio 8 Criterion 7 rating = B-

sample?

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Evidence of intentional experimentation and proof of modification within the B range

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

More experimentation with technique and mediums - colour mixing and tonal variation to create pictorial depth?

Encourage greater exploration in use of medium and generate a greater level of support material

Sample 2 - Summary of group consensus at element level with comments

E 1 Students uses a limited range of mediums that suggests a low B rating

E 2 Students has used some techniques but has not modified them enough to meet a B rating

Summary of group consensus at element level with comments

Criteria 7

E1 - Some sound evidence of media experimentation with painting techniques in the work and more specifically in the journal of using techniques and media in appropriate ways. Some limited evidence of modifying techniques mostly in the journal, but less so in the resolved paintings. More annotation would help give insight into how technical choices have been able to meet the aims of the student.

E2 - There is evidence of modifying techniques in the journal but this has only been applied to the body of work in a limited way. Starting to reach a B standard at times but not consistently yet.

E3 - Some evidence of a relationship between the artwork and the concepts can be seen in the journal, but not clearly articulated and not realised consistently in the resolved paintings at this stage. The VSO is not supporting the communication of the relationship between the concept and the choice of technical approach either.

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

Actions for teachers - see comments above.

ratings)?

## Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and if selected the elements within that criterion

Crit 2 = All elements, Element 1, Element 3, Element 4

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

Criterion 2 overall rating = B

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

Student has communicated the idea clearly - exhibits a body of work to convey expressive and conceptual meaning

student has selected and used appropriate techniques and conventions to communicate ideas

student has investigated a range of artistic concepts but not an extensive range to support a B rating.

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

The completion of more work-

Greater range of experimentation with these techniques and conventions would result in a higher rating  
Completion of more work

Sample 3 - Summary of group consensus at element level with comments

C.2 E4 communicated the idea clearly - exhibits a body of work to convey expressive and conceptual meaning

C.2 E3 selects and uses appropriate techniques and conventions to communicate ideas

C.2 E1 student has investigated a range of artistic concepts but not an extensive range to support a B rating

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

Diversify imagery to reflect exploration of conceptual content

Encourage a less formulaic approach to diversify and create variety within the body of work Needs to be less

ratings)?

repetitive.

## Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

Criterion 3 and Criterion 4

Please enter the name and email address of the person providing the samples:

Peta Collins

Email

peta.collins@education.tas.gov.au

## Sharing Resources

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

There was insufficient time to complete this section.

## 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

