

# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Arts - Art Studio Practice Level 3
Moderation Leader Name	Peta Collins
Moderation Leader Email	peta.collins@education.tas.gov.au
Minute Keeper	Judith Mcdonald
Minute Keeper Email	judithanne.mcdonald@education.tas.gov.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  
Stephanie O'May  
Judith Mcdonald  
Jenny Morgans  
Chris Sierink  
Damien Stolp  
Alex Pitt  
Helen Wright  
Miriam Berkery  
Hamish Hall  
Gillian Crothers  
Meg Jenkins  
Matt Stolp  
Wayne Brookes  
Jack Robert-Tissot  
Belinda Winkler  
Peta Collins  
Tristan Ferguson  
Evelyn Murray  
Dylan Oswin

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

Jessica Lewis  
Louise Bloomfield  
Sue Ekins  
Rachelle Robinson

Robyn harman  
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 1 = Overall  
Criterion 7 = Overall, Element 1, Element 2, Element 4

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

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

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

Evidence in visual diary at a B rating, modifying images to achieve intentions/ communicate the concept being explored. A sound range of artworks being explored.

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

More depth and greater range expected for an A rating. More experimentation with communication of conceptual content needed.

Sample 1 - Summary of group consensus at element level

E1 - Support work show sound evidence of examining how their artwork could develop in response to some examination of other artworks. They trial and experiment with modifying images to achieve intentions/ communicate the concept being explored. Lacking in depth evaluation

with comments	<p>that would be evident in annotations and more extensive notes.</p> <p>E2- the range of artworks that have been reflected on is sound but not a broad range expected for an A standard.</p> <p>comparing and contrasting some evidence a low B standard, but not critically analysing</p> <p>E4 - the range of responses to artworks being observed and analysed in the journal is not broad or varied enough for a A standard</p>
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	<p>Encourage more critical analysis of conceptual content</p> <p>experiment more with layout and link final display clearly to conceptual intentions</p>

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	<p>Crit 1 = All elements, Element 1, Element 2, Element 4, Element 5</p>
Sample 2 - What rating (or ratings) has the group assigned this sample?	<p>Folio 8 Criterion 1 rating = B-</p>
Sample 2 - What evidence supports the rating (or ratings) the group has given?	<p>Evidence of intentional experimentation and proof of medication within the B range</p> <p>Evidence of experimentation in visual diary although not annotated and a refined selection of finished prints</p>
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	<p>More evidence of technical developmental and process</p> <p>More documentation in visual diary and greater range of experiments</p> <p>There is a range but not a broad range</p>

<p><b>Sample 2 - Summary of group consensus at element level with comments</b></p>	<p>E1 &amp; E2 A good range of artworks have been referred to in the journal, annotation is used consistently through the journal, examining and describing but not consistent critical analysis for an A standard.</p> <p>E4 - sound connections have been made with reference to the concept being explored by the student. Examining and describing, but more variety in the range of reflective and critical responses would be needed to take this criteria to an A standard.</p> <p>E5 - The artwork that is being produced in response to the student's reflections on art investigations, is not yet revealing a sophisticated understanding of art within a broad range of cultural contexts.</p>
<p><b>Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b></p>	<p>Actions for teachers - see above</p>

Moderation Details for Calibration - Sample 3

<p><b>Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</b></p>	<p>Crit 7 = All elements, Element 1, Element 2, Element 4, Element 5</p>
<p><b>Sample 3 - What rating (or ratings) has the group assigned this sample?</b></p>	<p>Folio 10 Criterion 2 overall rating = B</p>
<p><b>Sample 3 - What evidence supports the rating (or ratings) the group has given?</b></p>	<p>not sophisticated but solid</p> <p>Concept weak lacks depth</p> <p>Completion of more work</p> <p>Diary reflects consistent annotations and descriptive analysis</p>

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

More variety and depth in range of cultural contexts and responses

Summary of group consensus at element level with comments

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

E1 & E2 A good range of artworks have been referred to in the journal, annotation is used consistently through the journal, examining and describing but not consistent critical analysis for an A standard.

E4 - sound connections have been made with reference to the concept being explored by the student. Examining and describing, but more variety in the range of reflective and critical responses would be needed to take this criteria to an A standard.

E5 - The artwork that is being produced in response to the students reflections on art investigations, is not yet revealing a sophisticated understanding of art within a broad range of cultural contexts.

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

Diversify imagery to reflect exploration of conceptual content

See comments above

Moderation Details for Calibration - Sample 4

Sample 4 - What rating (or ratings) has the group assigned this sample?

C. 1 = B C.4 = C-

Sample 4 - What evidence supports the rating (or ratings) the group has given?

C. 1. Lacking concept and cohesion  
C. 4 lack of artist research and relevant annotations

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Develop conceptual content earlier in the year and back up with relevant artist research and annotations in visual diary.

ratings)?

Sample 4 -  
Summary of  
group consensus  
at element level  
with comments

Criteria 1

E2 & E4- Limited and inconsistent evidence of modifying design element and artistic conventions. The magazine covers show little modification or experimentation with conventions or manipulation with design elements.

Because the different series of design projects are all different there has not been the opportunity to develop and show a range of strategies for solving more sophisticated problems. Lacking depth.

Criteria 4

E4 - The communication of a concept and personal intentions has not been achieved because the work lacks a consistent approach to communication. This body of work is presenting more like several different projects. Little cohesion is present.

There has not been the opportunity to develop a particular style the projects work against each other creating confusion in the concept that is being communicated.

Develop conceptual content earlier in the year and back up with relevant artist research and annotations in visual diary. See above comments.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

See comments above

## Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 1 = All elements, Element 1, Element 5

Crit 3 = All elements, Element 3

<p>Sample 5 - What rating (or ratings) has the group assigned this sample?</p>	<p>C.1 = C C.3 = C</p>
<p>Sample 5 - What evidence supports the rating (or ratings) the group has given?</p>	<p>a limited range of artistic principles same composition limited tonal range and exploration</p> <p>use problem solving limited range of artistic techniques explored and work is often unresolved which suggests a c rating on E 5 and E3</p> <p>a limited range of technologies and techniques</p>
<p>Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>More refined use of technique and more sustained exploration and experimentation with the elements and principles of design</p>
<p>Sample 5 - Summary of group consensus at element level with comments</p>	<p>E1 a limited range of artistic principles same composition limited tonal range and exploration</p> <p>E5 use problem solving limited range of artistic techniques explored and work is often unresolved which suggests a c rating on E 5 and E3</p> <p>C3 E3 a limited range of technologies and techniques</p>
<p>Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Develop a stylistic approach earlier in the year in order to develop a higher level of technical cohesion</p>

Planning for March Moderation 2019 - Statewide Samples

<p>Please select all that apply</p>	<p>Level 3 or 4</p>
<p>For Level 3 and 4 courses please suggest criteria for consideration by CTL's.</p>	<p>Criterion 2 and Criterion 7</p>

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