

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Arts - Art Theory and Criticism Level 3
Moderation Leader Name	Peta Collins
Moderation Leader Email	peta.collins@education.tas.gov.au
Minute Keeper	Rachelle Robinson
Minute Keeper Email	rro@hutchins.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 Berkery Friends' School
Louise Bloomfield St Michael's Collegiate School
Alice Bowman-Shaw Friends' School
Melanie Breen Hobart College
Wayne Brookes Hobart College
Kate Camm Elizabeth College
Peta Collins Rosny College
Tristan Ferguson Rosny College
Rebecca French St Mary's College
JANE GIBLIN Elizabeth College
Alex Pitt The Fahan School
Miriam Grice Calvin Christian School
Hamish Hall Friends' School
Carlin Little Tasman District School
Judith McDonald Elizabeth College
Jenny Morgans Elizabeth College
Evelyn Murray Rosny College
Stephanie O'May Claremont College
Alexandra Pitt Fahan School
Rachelle Robinson The 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.

Damian Stolp Elizabeth College
 Rosemary Summers Hobart College
 Belinda Winkler Hobart College
 Chris Seirink Elizabeth College
 Dean Schuettpelz Claremont College

None

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, Element 1, Element 2, Element 3, Element 4
 Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 7, Element 8

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

Criterion 1; C Criterion 3; C

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

Criterion 1 - communicate using visual art language - elements 1-8
 Hovering between B to C but the overwhelming consensus was that this was a C paper. This essay reflected a history paper rather than art criticism, lacking the lens of visual art (Criterion 1, E1) and communicates poorly. This essay also contains a poor use of word count and structure, E1. Too conversational and not formal enough. Evidence supports a satisfactory E1, the word 'coherent' is used in this standard and this is not a word used to describe this paper. Interesting connections made for Art history in terms of art movements but it might have hit the mark more if referencing was accurate.

Criterion 3 - apply visual arts concepts to discussions -elements 1-4
 The general consensus was that this was a C rating. E1 Only really occurs in last 2 artists' analysis. Characteristics not identified. More like reading a history research paper so it only just hits a C. Include more analysis, move information from captions to the body of the paper. E3, does not use principles of design to support and inform arguments in a sophisticated way. Limited range of concepts, E3.

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

Criterion 1 Make sure the E7 bibliography is consistent. Regular analysis and description. Stronger towards the end but not consistent enough throughout the body of the essay. E1 Tiny hints of analysis in the captions but not enough in the body of the essay. Check facts that are inaccurate. Passionate personal voice but was not backed up by fact was reiterated once again, amongst the groups.

Criterion 3 Improvements and advice:

- Have a list of elements of design which informs students with a breakdown of each element to critique and analyse. Advice is to have a list to give to the students as a guide and to explicitly teach the art of analysing these qualities in an artwork.
- Structure of course ensures the first two minor essays are to guide analysis of major paper. This reinforces the importance of the minors in assisting and informing the major paper.
- Mapping and planning advice so that the analysis and conclusions are weighted correctly in the content of the essay. Break it into sections but not enough breaking up of content to aid the flow of the essay.

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

N/A

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

Criterion 1 - communicate using visual art language - elements 1-8 Improvements and advice:

- Hand drafts in early and guide on conventional use of referencing.
- Help establish clear goals in the introduction and frame the question in an art context not personal or overall historical context. For instance, 'How did Christian art evolve alongside art movements?'
- Format more succinctly.
- Format a bibliography, especially in reference to E7. This needs to be teacher directed.
- Use principles of design to support arguments to reflect E2.
- Paragraph plan needs to provide more flow. Essay reflected a first draft and could be made more sophisticated if the student was directed more strictly. Begin earlier, set goals and timeframes. Lessons on transitional words and paragraph .Criterion 3

Criterion 3 - apply visual arts concepts to discussions -elements 1-4 Improvements and advice:

- Have a list of elements of design which informs students with a breakdown of each element to critique and analyse. Advice is to have a list to give to the students as a guide and to explicitly teach the art of analysing these qualities in an artwork.
- Structure of course ensures the first two minor essays are to guide analysis of major paper. This reinforces the importance of the minors in assisting and informing

the major paper.

- Mapping and planning advice so that the analysis and conclusions are weighted correctly in the content of the essay. Break it into sections but not enough breaking up of content to aid the flow of the essay.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5
 Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5, Element 6, Element 8

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

Criterion 1; B Criterion 3; B

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

Criterion 1 - communicate using visual art language - elements 1-8 Spread for A+ to C - even distribution but averages out to B+E1/5 was rated as an A in one group due to its coherent and grammatical conventions being followed. Referencing and recognition of sources was strong and better than a C. Another group disagreed and counteracted that the statements were not their own voice and yet it was not referenced. E5, E8, clearly identifying information other than their own but too many quotes and not a clear understanding of referencing. E1, E5 Easy to read and clear to read. Expression clear.

Criterion 3 - apply visual arts concepts to discussions -elements 1-4 Strongly a B with A's in the mix so consensus was that this was a B. Strongly a B with A's in the mix so consensus was that this was a B. Select a choice of photographs discussed but a more profound use of a more diverse range of images to discuss E1 Didn't have any critics response or analysis from sources other than self. More research and broader resources. Wider use of resources outside internet. More of a discussion as opposed to thorough research and analysis. Didn't answer their own thesis. Not enough analysis of transition and didn't carry it through the essay.

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

(See improvements and advice below)

Sample 2 - Summary of group consensus

N/A

with comments to element level if applicable.

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

Criterion 1; Improvements and advice:

- Sources need to be clearly identified. Improvements necessary in referencing and a range of opinions drawn upon, E1, E4.
- Introduction needs to be more succinct and restructured under teacher guidance.

Criterion 3; Improvements and advice:

- Support the critical analysis from other sources by aligning it to the Unit 5 - Criticism assignment.
- Improve referencing and providing a range of opinions to draw upon.
- Address and address the question more succinctly.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 1, 2, 3, 4 and 5

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

Dylan Oswin

Email address of the person providing the samples for September moderation

dylan.oswin@education.tas.gov.au

Sharing Resources

Please record any links to or details of resources that were shared, or

Insufficient time to address this section.

describe any assessment strategies that were discussed.

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