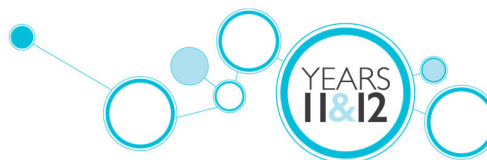


2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Arts - Art Theory and Criticism Level 3
Moderation Leader Name	Peta Collins
Moderation Leader Email	peta.collins@education.tas.gov.au
Minute Keeper	Hamish Hall
Minute Keeper Email	hhall@friends.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.

Jenny Morgans
Chris Seirink
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
Jessica Lewis
louise Bloomfield
Sue Ekins

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

Rachelle Robinson

Rosemary summers
robyn harman
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, Element 1, Element 2, Element 3
Criterion 3 = Overall, Element 3, Element 4

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

Sample 1 Criterion 1 = B Criterion 3 = B

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

C.1 - seems fairly consistent between A and B, Sample 2 mostly B.

range A - C+ fair spread. E2 E3 range of c - a but mostly B.

a bit thin in terms of research, some inaccuracies in Bibliography, a lot of generalised research

Started as female and then went to child. Topic was too broad and then stretched out rather than being specific.

child didn't relate to topic. Too broad topics made it confusing.

some good description and well written

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

the focus of the paper was too narrow needed to reduce spread of content to build more depth

ratings)?

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

C1 Evidence: was a B because - analysis of work is detailed, however not to the depth of a E2 and E3 key were only good level of reaching this standard

some sound analysis but not a cohesive argument there was not much a relationship made between artists explored and theme. E3 weakest

How to get an A?

E3 C3 was clearly a B, written analysis did not support argument. Made observations but didn't link it to their concept. Thin and brief comparing and contrasting

E4 the difference between analysis and CRITICAL analysing to reach A standard.

Sample 1 - 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 2

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

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

Crit 3 = All elements, Element 3, Element 4

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

Sample 2 C.1 = B C.3 = B

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

C1 - range of c - a but mostly B

language was too conversational and not connected to references and depth. Lacks refinement, Comparisons drove the essay and there was a clear enthusiastic approach.

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

More evidence of what is needed?

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

E4 language use was not critical enough for more than B

E1 E4 and E5 closer to C Some genuine argument, but not enough evidence of high order thinking and analysis.

B - B- consensus

C3 range of a - c, but still mostly B

E3 supporting argument was weak and there was a simplistic connection between examples of cartooning. Not a strong link here to justify B standard.

conclusion was weak in its clarity of argument.

E1 - identifies characteristics of art, only at identifying level rather than explains.

E2 miss steps in basic design elements when assessment of visual arts.

Consensus is C+

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

Strengthen rationale and clarity in argument. Identify more connections between elements of design in use of visual art language.

More focus needed on critical analysis and links between cartoons and visual arts conventions needed.

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.

Criteria ? and Criteria ?

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

Dylan Oswin

Email

dylan.oswin@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.

N/A

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