



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which meeting is this report for?

Arts - Art Theory and Criticism 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 1 = Overall
 Criterion 2 = Overall
 Criterion 3 = Overall
 Criterion 4 = Overall
 Criterion 5 = Overall

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

Cr. 1 C, C, C, C, C, C+ = C Cr. 2 B-, B, C+, C+, C, C+ = C+ Cr. 3 C, C, B, C, C = C

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

Criteria 1 = e1, e5 poor grammar and lack of rigor around analysis of artworks; e3 student is using limited range of artistic conventions. No apparent use of DAIE; e4 simple use of terminology, no depth in art language; e5 grammatical conventions; e6, e8 grammar felt like paraphrasing to the point of penalties in terms of referencing and was out of step with the rest of the paper; e7 extensive bibliography did not seem to be referenced within.

Criteria 2 = e1 expression was awkward, naïve and not correctly signified, depth of research lacking, more editing required; e2, e3 student refers to images but they were not interrogated enough, student identifies but assessing and interpreting not well developed; e4 missed opportunities to address other significant artworks relevant to paper such as Richard Browne. Student observed history but didn't connect it to the art - no marriage between art and history information / references.

Criteria 3 = e2, e4 only using basic design elements, needs to increase depth of analysis to move up. Opinion rarely given or expanded on. Misses the justified evaluations of e4.

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

Criteria 4 = e2 only understanding basic aspects of art contexts; e5 needs to differentiate between personal and artistic principles. Lacking passionate voice.
Criteria 5 = e1, e2 limited range of perspectives (more books).

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

Criteria 1 = e1, e5 improved structure of the topic and greater proof reading to improve grammar.
Criteria 2 = e2, e4 improved selection of artworks to address topic, explore other depictions in art.

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

- There is limited identification of works, limited assessing and interpreting. Range of artworks needs extending and developing.
- Refine title.
 - Provide more context to support argument using artworks to back up ideas and utilise DAIE to do this.
 - Re-write introduction to include art.
 - Better sequencing of works "European descent artists".
 - Refine the timeframe of artists - introduction and conclusion/title - embrace Boyd and Parr or compress the timeframe of works.
 - More attention to how they are engaging with references and research material, More care when trying to interpret artworks.
 - Research Greg Lehman and Brodie Harman. Lehman in particular wrote an entire thesis on this.

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
Criterion 2 = Overall
Criterion 3 = Overall
Criterion 4 = Overall
Criterion 5 = Overall

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

Cr. 1 B, B, B, B, C = B Cr. 2 C, C, C+, B+, C, B = C+ Cr. 3 B, B, B, C, B = B Cr. 4 B, B, B, B, C = B Cr. 5 C, B, C+, B, C,

assigned this sample?

B- = C/B-

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

Criteria 1 = e1 clear language used.

Criteria 2 = e1 title should be more literal, focus on analysis was lacking in variety of sources, confusion in topic and introduction, disconnection between artworks; e3 essay was refined in parts but needs to be fully refined; e4 some good analysis of social/cultural history, used relevant contextual history but not clearly describing the significant visual art contexts. Doesn't correctly explain wider contexts of whole essay.

Criteria 3 = e2 analysis is not critical; e3, e4 needs to gain voice and consistency as currently it is too broad and too ambitious. More relevant local connections.

Criteria 4 = e2 needs to be more critical in selection of sources.

Criteria 5 = e2 lack of primary resources to justify 'B rating'; e4 more books, inter-relationships between artworks were confusing; e6 links between artworks and concepts not clear enough for 'B' rating.

Criteria 7 = e7 lack of refinement of courses, not a wide range of sources in bibliography.

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

Criteria 1 = e1 remove off topic artworks and discussion, move from 'C' to 'B'.

Criteria 2 = e1, e3 interpret and evaluate the artworks with a topic in mind will move mark from 'B' to 'A'; e2 remove off topic artworks and discussion, move from 'C' to 'B'.

Criteria 3 = e1, e2, e3 greater analysis of the art elements of the work to move higher.

Criteria 4 = e2 remove off topic artworks and discussion, move from 'C' to 'B'.

Criteria 5 = e1 support student to select and refine the topic and selection of artworks; e2 support the suitable use of quotes and in-text referencing.

Sample 2 - Summary of group consensus with comments to element level if applicable.

This inquiry presents as a series of smaller essays that do not link to the artworks presented. Record of interviews with artists should be an appendix.

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

- Concentrate on interpreting ideas more clearly.
- More of an understanding of art history and broader context
- Need to come back to the guiding questions.
- Question the inclusion of Tom Ahern's painting.

- Watch out for grand sweeping statements.
- Revise title of chapters to reveal more accurately. Eg. Chapter one Aboriginal only, Chapter two Japanese only.

Planning for March Moderation 2020 - Statewide Samples

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

Cr. 1 Cr. 2 Cr. 3 Cr. 4 Cr. 5 Cr. 6

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