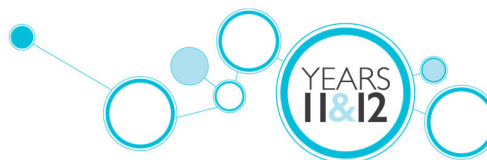


2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Technologies - Computer Graphics and Design Level 3
Moderation Leader Name	Kaleb Smith
Moderation Leader Email	kaleb.smith@education.tas.gov.au
Minute Keeper	Jane Macrossan
Minute Keeper Email	macrossanj@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.	Kaleb Smith Claremont College Philip Goss Launceston College Billo Rostron Leighland Christian School Wayne Amos Calvin Christian School Kaleb Smith Claremont College Shane Smith Elizabeth College Jane Macrossan Fahan School Paul Baker Guilford Young College John Mainsbridge Hobart College Michael Dowling Rosny College Kent Moore The Hutchins School
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who	na

did not attend the meeting.

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 8 = Element 1, Element 2, Element 3

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

A all elements

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

Student identifies a wide range of technologies and techniques and selects appropriately to express and develop own design ideas.

Student competently achieves subtle and complex intentions - with refinement of technique, materials and technologies - in the application of computing technology in specific design tasks.

Student effectively applies specific and appropriate standards and conventions in the completion of design tasks.

Group looked at the standard at which the student applied:

- Use of online tools
- Scanning
- Word Processing
- Choice of modelling software
- Texture/Lighting (this is very important and highly achieved by the student)

Student work shows:

- High quality texturing
- Feathering on edges
- Attention to detail

Sample 1 - What evidence would you need to see in order to assign a

Work was of high quality, just small changes to the fine detail, such as the orientation of wood grain textures.

higher rating (or ratings)?

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

Members of the group were very close in ratings given with minor adjustments required to achieve consensus at A rating.

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

Keep doing this!

Moderation Details for Calibration - Sample 2

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

Criterion 8 = Element 1, Element 2, Element 3

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

E1-A, E2-B, E3-B

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

Student identifies a wide range of technologies and techniques and selects appropriately to express and develop own design ideas.

Student competently uses a variety of techniques in the application of computing technology in specific design tasks.

Student applies appropriate standards and conventions in the completion of design tasks.

Complexity of modelling was of a lower level but the design appealed to the intended client.

Scale and proportion and stands above the ground were two areas looked at by teachers.

lighting and textures were of a good standard but lacked

<p>Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>the subtlety or complexity needed to achieve higher awards.</p>
<p>Sample 2 - Summary of group consensus at element level with comments</p>	<p>Lighting and texturing lacks subtlety and complexity. This may be due to the chosen software.</p>
<p>Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Large range of teacher assessments initially. Consensus met after some discussion for all elements</p>
<p>Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Encourage studying Foundation first.</p>

Moderation Details for Calibration - Sample 3

<p>Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 2 = Element 1, Element 2, Element 3</p>
<p>Sample 3 - What rating (or ratings) has the group assigned this sample?</p>	<p>E1-C+, E2-A to B (no consensus reached) E3-B</p>
<p>Sample 3 - What evidence supports the rating (or ratings) the group has given?</p>	<p>Element One:</p> <ul style="list-style-type: none"> •Lack of evidence of use of Technologies •No Clear articulation of the techniques used •Relies on interpretation by teachers <p>Element Two:</p> <ul style="list-style-type: none"> •Reflections •Environment Mapping

- Product is a very good final presentation
- No evidence of design terms
- An 'A' student requires explicit intention to be given through their design process.
- Cannot assess against 'refinement of technique' if written intention and design process/production is not clear.

Element Three:

- There is evidence of layers, mesh, fillets, radius, texturing, lighting, however needs explanation of the students processes to receive 'A' rating

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

Needs communication about the process, how it was made, what they are trying to achieve.

Needs to include the mistakes they made as part of the process, this helps to identify the refinements made to the techniques.

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

Consensus was hard to meet due to the ambiguity in the wording of the elements.

Although a true consensus was not met, all teachers agreed that each view was valid and just due to the interpretation of the element.

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

Evaluation of mistakes by the student.

Address the folio; encourage them to follow the guidelines and include the use of vocabulary, terms, techniques and processes in their presentation.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Element 1, Element 2, Element 3

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

E1-C-, E2-C, E3-C

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

Element one: Very basic use of technology shown, just passable.
 Element two: Basic, passable
 Element three: Basic, passable
 A competent project with good lighting and texturing but basic in its execution

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

More evidence of the processes used in the completion of the project.

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

Group was in consensus that the project was just passable due to its very basic presentation.

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

More documented evidence.

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 7

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

Phil Goss

Email

philip.goss@education.tas.gov.au

Sharing Resources

Course Support