

2020 September Moderation - Report



Meeting Details

The meeting represents the following region:

South

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

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

Group 1 Cr. 1 B Cr. 2 B+ Group 2 Cr. 1 B Cr. 2 B Group 3 Cr. 1 B+ Cr. 2 B+ Group 4 Group 5 Group 6 Cr. 1 B+ Cr. 2 B

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

Major Research Paper 'Destruction in Art'

Group 1

Cr.1

E1 - Composes coherently using appropriate format and style(B rating)

E2 - Accurately uses grammatical conventions, spelling, punctuation (B rating)

Cr. 2

E1 - Describes the significance of art within historical contexts (B rating)

E2 - Uses relevant contextual history (B rating)

Group 2

Cr.3

E2. Strong techniques but not extended beyond the straight forward selective colour in final images. Keep pushing it!

E1. Good early exploration of techniques tracking towards an A. E1. Thorough documentation of their own process A

Cr. 4

What evidence would you need to see in order to assign a higher rating against each criterion?

Cr.3

E2. Continues to explore expressively and then refine artistic techniques to reach A standard on E2.

Cr. 4

E3. More documentation of artistic styles and genres. Personally intentions not overly clear or supported with thorough artistic exploration (artists and artist's techniques).

Group 3

Cr.1 Needs a thorough edit for meaning and language to develop greater clarity some areas need rereading to get a clear understanding E5 - E4 not refined clarity in what they are expressing

E2 and E3 strong and a highlight of the essay showing some sophistication in the use of art language and terminology

Group 4 insufficient time to discuss papers

Group 5 insufficient time to discuss papers

Group 6 insufficient time to discuss papers

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

Group 1

Cr.1 E1 - Some issues with formatting and essay structure - such as paragraphing

E2 - Limited description around elements and principles of design

Cr. 2

E1 - A broader overview of historical context needed rather than too much focus on individual artists

E3 - Role of the audience not discussed

Group 2

Cr.1

Reaching A on some elements - They can write well but are missing the thorough comparisons.

E1. Good use of transitional language to link artworks but essay lacks thorough ongoing comparisons necessary to meet A range. - B rating instead.

E2. Doesn't use a wide range of elements and principles to meet A rating. Focus of essay is on artistic intentions and outcomes and misses opportunities for richer art analysis using visual language. B range E6. Elements of A rating here - good use of

referencing conventions.

Cr. 2

Provides some elements of context but doesn't analyse WHY these get destroyed, as in the political context of Ai Weiwei and Banksy's work.

Group 4 insufficient time to discuss papers

Group 5 insufficient time to discuss papers

Group 6 insufficient time to discuss papers

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

Group 1 Cr. 1 B Cr. 2 B+

Group 2 Cr. 1 B Cr. 2 B

Group 3 Cr. 1 B+ Cr. 2 B+

Group 4

Group 5

Group 6 Cr. 1 B+ Cr. 2 B

Overall Group Consensus Cr. 1 B

Overall Group Consensus Cr. 1 B

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

Group 1

Cr.1 More description and analysis

Cr. 2 Possibly select fewer artists for analysis to allow for a broader overview of historical context and deeper analysis of artworks

Group 2

Cr. 2 Providing the necessary political contexts around the artworks.

Group 4 insufficient time to discuss papers

Group 5 insufficient time to discuss papers

Group 6 insufficient time to discuss papers

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall

Criterion 2 = Overall

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

Group 1 Cr. 1 B Cr. 2 B Group 2 Cr. 1 B Cr. 2 B Group 3 Cr. 1 C+ Cr. 2 B Group 4 Group 5 Group 6 Cr. 1 B- Cr. 2 B

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

Major Research Paper - The Concept in Art

Group 1

Cr.1 E1 - Communicates using methods, formats and styles appropriate to task (C rating)

Remaining elements at a B rating

Cr. 2 E3 - Description of cultural influences (B rating)

E4 - Relevant contextual history (B rating)

Group 2

Cr.1 E3. Tighter focus in regards to art styles or movements selected. Hard to cover the value of concepts across all styles of art. Student will never address everything necessary for a thorough analysis. B rating.

Cr. 2 E 6/7. Element of A, use of citations to support claims and selection of these is refined.

Group 3

Cr.1 scope of essay too wide and vague, The structure of the essay somewhat confused

Cr. 2 Mentioned and identified a variety of art contexts but the way this information is tied together was confusing at times and the argument became lost.

Group 4 insufficient time to complete discussion

Group 5 insufficient time to complete discussion

Group 6 insufficient time to complete discussion

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

Group 1

Cr.1 E1 - more coherency needed. A clearer vision for paper

Group 2

Cr. 2 E 6/7. Element of A, use of citations to support claims and selection of these is refined.

E4. Greater refinement of artwork and art movement selection. Only reaching C

E 7/8. Good use of citation and references to develop essay.

E2. Rich use of references to support claims. Citations help describe cultural

influences in regards to concept in art.
 Group 4 insufficient time to discuss papers
 Group 5 insufficient time to discuss papers
 Group 6 insufficient time to discuss papers

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

Group 1 Cr. 1 B Cr. 2 B
 Group 2 Cr. 1 B Cr. 2 B
 Group 3 Cr. 1 C+ Cr. 2 B
 Group 4
 Group 5
 Group 6 Cr. 1 B- Cr. 2 B
 Overall Group Consensus Cr. 1 B
 Overall Group Consensus Cr. 1 B

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

Group 1
 Some confusion possibly over what a 'concept' is, more clarification on intention of paper
 Group 2
 Teacher supports with the development of a suitable structure for essays - Narrower focus rather than broad. Encourage students to more students read essays, such as English teachers, to refine the essay structure of the essay.
 Group 4 insufficient time to discuss papers
 Group 5 insufficient time to discuss papers
 Group 6 insufficient time to discuss papers
 *** Insufficient time for group discussion of two subjects in one timeslot***

Planning for March Moderation 2021 - Statewide Samples

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

Criterion 4. describe connections between visual art concepts and personal experience*

State the name of the person who will be providing the samples

Dylan Oswin

for moderation

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 Years 9-12 Curriculum to consider in relation to this course:

N/A