

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

Arts - Music 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, Element 1, Element 2, Element 3, Element 4

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

C+ (some B-) overall C+

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

It is assumed these students are composers as we are marking C1 - they are creative, do we expect the same standard? It was agreed that the same kind of standard is expected, but not as much quantity.

Dynamics and phrasing were taken into consideration by the performer and followed the score quite well.

The tone quality and intonation wasn't as good overall.

Some phrasing, expression, dynamics.

More evidence of program of music would have helped.

Tempo too slow

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

Improvement in tone quality and intonation.

The accompanist drove the sensitivity of the performance, so performer needs to do this.

Tempo could be increased - as per the score.

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

Metronome speeds are a guide. If a rock piece was 10-15 beats slower it would make a big difference. But piece needs to make sense and be meaningfully played. Better to be accurate and a little slower and musical than too fast and fall apart.

applicable.

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

As above

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

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

T

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

Lacks a sense of phrase
Naïve rendition: just playing notes
Breath support not there
Tone is harsh
Trill even, but not soft
Notes are technically correct
Timing inaccuracies
Articulation BAD
rhythm not accurate
missed entries, some attempts at dynamics, but more focus on notes not expression

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

More accuracy and fluency needed
Better breath support to enable better tone
It depends how they play other pieces also, but can only judge on this one performance.
Would need many private lessons (are they having any?) Make sure they have a tutor. With the Arts being cut back in many schools this can be

difficult these days. Schools may not have tutors available on all instruments.

Choice or repertoire and standard of repertoire is important.

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

Some thought this could be C- but if taking into consideration all elements of the Criterion, then there would be some Ts given and so all decided a T was more appropriate to this student.

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

Classroom teacher can help with breath support, to help the student when playing longer notes etc.

Draw attention to dynamics and grace notes etc in the classroom setting, so the student can apply this when practicing and performing.

Moderation Details for Calibration - Sample 3

Sample 3 - 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

Sample 3 - What rating (or ratings) has the group assigned this sample?

T

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Elements in Criterion would not pass for Music 3 level.

A complex score to be used by a Music 3 student. Student may have already known the piece before and then found a score so they could play it in the exam.

Guitarist knew root notes in improvisation. Was safe - had they prepared it or improvised.

Shaping and articulation of phrases messy, no sense of rhythm/pulse

Improvisation - lack of context to original section

Poor choice of amp tone

No sense of pulse

Sample 3 - What evidence would you need to see in order

Need an easier or more comfortable score to follow.

to assign a higher rating (or ratings)?

Timing and skills need to be refined.

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

Rhythms in improvisation need to relate to the piece.

If this student is extremely conscientious and work, then this student could pass this Criterion. Professional judgement would be needed.

Planning for September Moderation 2020 - Statewide Samples

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

Appraisal Criterion 4

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

TBC Paul to find northern teacher

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Discussed a book called "Ear without Fear", books 1, 2 and 3 which are helpful for Aural work.

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:

Concern that there is an inequity in the marking of the spread of the criteria.

Is it possible in the Music 3 exam, that students can be supplied with headphones and choose when they do the aural section during the exam - some students may wish to do the theory portion of the paper first. The aural criterion is one that many students fail - what are we doing to help these students pass?

Also one whole criterion is devoted to one criterion and are unable to re-access it. Many samples are quite fast to hear. Could students be allowed to have 1 hour on the aural??

The rhythm poem - are students able to write the poem in different time

signatures if the poem is coherent?