

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

South

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

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

Sample 1 -

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

Sample 1 - There was good evidence of note learning and rhythms were predominantly correct, however, there were significant issues with intonation throughout. There were some fluency issues but there was evidence of phrasing and a limited range of dynamics.

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

Sample 1 - Problems with intonation were the most significant.

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

Sample 1 - C

Sample 1 - What actions would you recommend for teachers to help the student attain a higher

Sample 1 -

rating (or ratings)?

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

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

Sample 2 -

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

Sample 2 - There were significant problems with fluency, intonation, rhythmic accuracy and tone. It was clear that there was considerable learning here, but the piece was too difficult.

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

Sample 2 -

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

Sample 2 - T+

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

Sample 2 - More achievable piece and regular practice of technique.

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

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

Sample 1 -

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

Sample 1 - There was too much freedom in rhythm, really pushing the boundaries of what is musically accepted as rubato as opposed to incorrect rhythm. Some chords were incorrect. There was a nice sense of space and expression (if not refined).

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

Sample 1 - control on the use of rubato.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Sample 1 - C+

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

Sample 1 -

Planning for September Moderation 2020 - Statewide Samples

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

Criterion 4

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

Jennifer MacDonald; Dave Wilson; Damien Oliver-Black

Sharing Resources

Please record any links to or details of resources that were shared, or describe any

We shared scope and sequences with teachers new to the course and agreed to all bring an assignment (criterion 4) to share with the group for use back in our own schools.

assessment strategies that were discussed.

Discussed new music 3 course and directed teachers to look up the new documents to be uploaded by TASC later this week.

Moderators made contact after the meeting and agreed on the moderation task - north and south - for September.

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:

Not time to do this.