

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

Arts - Music Studies Level 2

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?

Sample 1 - Criterion 1 and 2

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

Sample 1 - Lack of technical competence demonstrated. Articulation not considered. Hesitations evident.

Tone was ok though.

There was not a range of dynamics used. Phrasing was apparent in a small manner.

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

Sample 1 - Greater technical dexterity, accuracy and fluency. A range of articulations would need to be evident. Development of muscle memory. Development of some expression and more phrasing. The establishment of a secure groove was needed.

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

Sample 1 -

Criterion 1 T+

Criterion 2 T+

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

Sample 1 - Chart was very repetitive. Perhaps choosing music which was not just a riff.

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
 Criterion 2 = 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 - Accuracy and fluency in rhythm was ok, but most notes were flat. There was some competence in voice. Articulation was hard to hear because of balance. Good groove established.

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

Sample - 2 More secure pitch and better articulation. Breath support needed more strength to help both tone and pitch.

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

Sample 2 -
 Criterion 1 C
 Criterion 2 C+

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

Sample 2 -

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
 Criterion 2 = Overall

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

Sample 3 -

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

Sample 3 - Understanding of the style evident. Phrasing is good. Competence in control of instrument. Accuracy evident. Articulation patterns used. Control on a more demanding piece. Range of dynamics. Style evident.

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

Sample 3 - There are still some hesitations. Lost some coherency in the strumming sections.

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

Sample - 3
 Criterion 1 A-
 Criterion 2 A

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

Sample 3 -

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.

Lachlan Court; Geoff Rayner, Jean Moore

Sharing Resources

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

Discussed sharing core listening and analysis assignments with each other. Each teacher teaching the subject to bring one assignment.

assessment strategies that were discussed.

Shared scope and sequences with new teachers.

Did not Skype with the north - time was limited. Moderators made contact after the meeting and confirmed to moderate criterion 4.

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:

Insufficient time to discuss this.