

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 13, 2018 1:32 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	AM
Which Learning Area is this Report for?	Arts
Which AM Meeting is this report for?	Arts - Music Studies Level 2 & Music Level 3
Moderation Leader Name	Jennie MacDonald
Moderation Leader Email	jennifer.macdonald@education.tas.gov.au
Minute Keeper (if available)	Scott Weston
Minute Keeper Email	sweston@smc.tas.edu.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

Scott Weston
Jennifer MacDonald
Damien Oliver-Black
Yoshi Izumi
Katy Raucher
Mark Brothers
Simon Cawthorn
Aaron Powell
Paul Radford
Rob McEwan
Anne Morgan
Andrew Bainbridge

anyone who was extra on the day

Suze Quinn

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

Daniel Hill

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

none

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C6

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

Music Studies Sample 1 - t

What evidence supports the rating (or ratings) the group has given

Didn't answer the question. Under developed and lacks evidence and referencing.

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

To answer the question fully, giving a range of evidences covering the topic.

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

Work with the student and give constant feedback. To create a worksheet that probes different aspects of the topic and questions the student on where they gained their information. This will lead to full, complete answers and better referencing.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C6

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

Music Studies sample 2 - t

What evidence supports the rating(s) the group has given

Didn't answer the question. Under developed and lacks evidence and referencing.

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

To answer the question fully, giving a range of evidences covering the topic.

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

Work with the student and give constant feedback. To create a worksheet that probes different aspects of the topic and questions the student on where they gained their information. This will lead to full, complete answers and better referencing.

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C6

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

Music Studies sample 3 - No mark attained.

What evidence supports the rating(s) the group has given

Work plagiarised.

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

To do the work in their own words, using citing and referencing.

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

Work with the student and give constant feedback. To create a worksheet that probes different aspects of the topic and questions the student on where they gained their information. This will lead to full, complete answers and better referencing. Use turnitin before submission.

Summary of any further samples moderated

Further samples - Criteria assessed against

C6

What ratings have the group assigned this/these Sample(s)?

Music Studies sample 4 - B+

What evidence supports the ratings the group has given

Referencing given. Good samples presented. There was evidence of research and understanding of topic. Work was written clearly and terminology was correctly used.

What evidence would you need to see in order to assign a higher rating (or

Lacks a range of research sources when collecting information. There was scope for more breadth of information.

ratings)?

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

Work with the student and give constant feedback. To create a worksheet that probes different aspects of the topic and questions the student on where they gained their information. This will lead to full, complete answers and better referencing. Use turnitin before submission. Encourage the student to use more varied sources.

Planning for September Moderation 2018

Are you planning on:

Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing

Please list the criteria to be moderated:

Criteria 7,8, 9 and 10 for Music 3. Criterion 6 - Music Studies.

Briefly describe the type of task you plan to look at:

Music 3 - one Composition folio and two complete performance programmes.

Music Studies - to re-look at criteria 6 after implementing the March moderation suggestions.

Please state the name of the person supplying the samples for the September moderation

Jennifer MacDonald

Email

jennifer.macdonald@education.tas.gov.au

Sharing Resources

Please provide details of any resources or

Moderation of Music Studies cont...

**teaching or
assessment
strategies, useful
links etc. that
were shared in
the meeting.**

Sample 6 - Criteria 6, A rating, Student work displayed depth of research and knowledge. Referencing was appropriate.

Moderation of Music 3

Sample 1 - Crit 7-A (more musical refining needed but lapses were only minor and rare), Crit 8-B (lacked a range of dynamics in the terraced nature of the Baroque style).

Sample 2 - Cit 7-B- (Tempo was slower than written and articulation was not completely clear and accurate. There were a number of accuracy issues with the score), Crit 8-B- (greater range of dynamics needed to be employed).

Sample 3 - Crit 7-C (There were intonation and miss pitching issues, but the integrity of the music was not compromised), Crit 8-B (greater range of dynamics needed to be employed).

Sample 4 - Crit 7-B- (An underdeveloped tone, some intonation issues, some miss pitching and greater attention needed to articulations), Crit 8-C+ (Lacking dynamics and expression throughout the phrasing, lacked musical shape).

Sample 7 - Crit 1-B- (Diction was a significant problem and lacked sensitivity).

Music Studies discussion of the importance of backward planning in order to create a detailed and informative

assessment task and rubric.

The meeting wanted to thank GYC for their hospitality (all were impressed).

The planned Skype meeting with the North did not happen due to poor wireless connection, audio quality and lagging. This was compounded due to a late start trying to sort out technical issues.

We made contact by phone at the end of the meeting and only discussed the September meeting tasks (due to time constraints).

Overall the Moderation process went well and was highly valuable.

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Recommendation that Music 3 and Music Studies be given separate meetings in September.

There needs to be a way that any Skype meeting can fully function without difficulties.

Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Other: All of Music 3 (as per the notes written).

Any comments:

Will accumulate better Music Studies samples (for exemplar use) in September.