

2021 March Moderation - Report



Which meeting is this report for?

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, Element 1, Element 2, Element 3

Criterion 2 = Overall, Element 1, Element 2, Element 3

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

Criterion 1 - C. Criterion 2 - C+

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

Criterion 1

Element 1. Although sufficiently accurate to retain the overall effect of the pieces, the performance was marred by consistent problems with tonal production, particularly in the higher register, in some cases when the notes were not realised.

Element 2. Technical dexterity was demonstrated at a basic level, as was the overall instrumental competence.

Element 3. A limited range of articulations was evident in the performance.

Criterion 2

Element 1. There was a sense of musicality in that the performance demonstrated occasional to stylistic integrity.

Element 2. Dynamics and phrasing were very limited.

element 3. Although there was an attempt to achieve some stylistic integrity, this was inconsistent.

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

Criterion 1. Elements 1 -3. Confident, clear sound production and overall tonal control maintained throughout the performance. More secure technical facility and greater attention to stylistic integrity.

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

Sound production was a major issue, in that it consistently impinged on the performance. At times the tone was satisfactory, but the general consensus was that it was inconsistently so.

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

The teacher could provide appropriate tasks to help the student develop strategies that will help to improve tonal production. The teacher might also suggest a practice regime focusing on scales and technical exercises in order to achieve greater technical facility and dexterity.

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

Criterion 2 = Overall, Element 1, Element 2, Element 3

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

Criterion 1 - C; Criterion 2 - C+

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

Criterion 1 - There were a number of inaccuracies throughout the performance, particularly in regard to rhythm. Articulation was impaired because of fret buzz and frequency of muted notes.

Criterion 2 - There appeared to be some attempt to access stylistic integrity, but the style was compromised due to the slow tempo and a lack of phrase shaping.

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

Greater clarity of articulation is needed with little or no fret buzz and no obvious muting of notes in order to assign this performance a higher rating. In addition, greater stylistic integrity would be achieved with more attention to phrasing.

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

There were a number of inaccuracies in addition to consistent fret buzzing and muted notes, significantly impinging the performance. A lack of attention to phrasing was often evident, which also negatively impacted the stylistic integrity of the performance.

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

The teacher might prescribe specific exercises in order to improve hand and finger positions and thus improve general articulation. The teacher might also work with the student to increase understanding of and thus improve attention to appropriate phrasing, so as to maintain stylistic integrity.

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 4 and Criterion 5

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

Scott Weston

Sharing Resources

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

Links to audio and scores were shared prior to the meeting.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Students could be encouraged to develop practice routines that will assist them to develop their technical skills, including technical facility and dexterity, thus increasing ranges of articulation. Students may also place some emphasis on developing their understanding of different genres and styles, so as to achieve greater stylistic integrity in their performances.