

2019 March Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	Arts - Music Level 3
Moderation Leader Name	Paul Mannion
Moderation Leader Email	paul.mannion@stpatricks.tas.edu.au
Minute Keeper	Lyndle van Zetten
Minute Keeper Email	vanzetten@lcs.tas.edu.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Jerry Peters St Brendon Shaw College Jenny Bakun Launceston College Adam Langridge Launceston College Stephen King Scotch Oakburn College Christine Clarke Launceston Church Grammar School Robert Deavin Launceston Church Grammar School Danielle James Don College Brendon Siemsen Newstead College Gareth Taylor Hellyer College David McNeil NorthWest Christian School Paul Mannion St Patricks College Lyndle van Zetten Launceston Christian School
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation	None

leaders list who did not attend the meeting.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

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

C+ (or B-)

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

At the time of the year - October, students should be understanding well the elements to describe in appraisals. Last question shows careful listening and identifies compositional devices clearly other paragraphs have some errors in use of terminology and either don't make sense or display lack of understanding in all areas. However overall there is understanding and appraisal.

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

More accurate use of music terminology. More detail needed when saying the music is 'nice'.

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

Make sure students understand the music elements (by October they should) and can identify them in a variety of genres. Encourage more detail in answers.

Moderation Details for Calibration - Sample 6

Sample 6 - Please identify each criterion being moderated and IF SELECTED the

Criterion 9 = Overall

elements within that criterion

Sample 6 - What rating (or ratings) has the group assigned this sample?

B

Sample 6 - What evidence supports the rating (or ratings) the group has given?

Writes coherent works proficiently. Generally engaging. Statement of intent not as detailed as Sample 5 and not so clear generally. Note - considering the first two parts of the rubric refer to aspects of the composition and the third and fourth refer to the statement of intent, this meant we arrived at a B, as the statement of intent wasn't as detailed.

Sample 6 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More detail in Statement of Intent needed and more depth written in regard to the process of the development of the composition.

Sample 6 - Summary of group consensus with comments to element level if applicable.

Criterion 10 - consensus of a B.

Sample 6 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Student needs better guidelines of information to include in a statement of intent. Needs to be succinct and show development of the composition.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 2 Create and present original music statements

Sharing Resources

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

None - no time as there were many samples to discuss and we didn't have time to discuss all the samples presented.

Course Support

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

Some discussion points: This course expires this year. It is interesting that in the end of year report for Criterion 5, 34 internal As were given but only 5 students received an A in the exam. There was a 24% fail rate, so may be some things need to change on the re-write of the course? Adam Langridge is happy to help. We seem to agree in Moderation meetings of the standard but at the end of the year we don't seem to agree with results or students aren't achieving the results expected. (Some students could be affected by nerves etc??)With the scaling of Utas course should we bring back the Performance Exam??