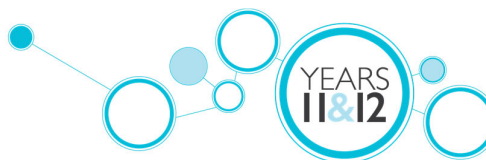


# 2019 September Moderation - Report



## Meeting Details

Meeting took place in:

North

AM or PM session?

AM

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 2 = Overall, Element 1, Element 2, Element 3, Element 4

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

Range from B+ down to C

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

Coherent statement but not complex

Some variation in the second half

Does have a blues feel

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

Use the correct blues scale

More development of ideas

12 bars of the 24 bars are Cs - change this

Articulation needed

Live performance would be ideal at this level

Sample 1 - Summary of group consensus

C

with comments to element level if applicable.

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

More development of ideas in the second 12 bar blues  
 12 bars of the 24 bars are semibreve Cs - maybe change some rhythms  
 More variety in articulation needed

## Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall, Element 1, Element 2, Element 3, Element 4

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

Range of B down to t

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

Doesn't follow 12 bar blues chord structure exactly  
 Has a blues feel to it (even though computer generated and no swing)  
 Mostly blues scale is used  
 Not quite as coherent as sample 1 - a melodic idea there but the chords and bass aren't as interesting

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

More coherent melody and use of time

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

C

applicable.

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

See Paul's sheet

### Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall, Element 1, Element 2, Element 3, Element 4

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

Ranging from A= to Bs

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

A number of times played through the 12 bar blues

Variation in use of instruments throughout

Use of Modulation

Use of dynamics and articulations

Suitable rhythms and use of blues scales for melody instruments

Uses call and response

The arrangement is complex and shows understanding of how to move melodies and accompaniments around the different instruments

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

As a blues melody for individual instruments, was it up to an A? but the arrangement is very good.

Sample 3 - Summary of

A-

group consensus with comments to element level if applicable.

Very well arranged - not that original in feel but it pretty well nailed it within the style and use of instruments.

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

More complex melodies for solo instruments

## Planning for March Moderation 2020 - Statewide Samples

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

Criterion 7, 8, 9, 10

## Sharing Resources

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

For March meeting:

2 samples of Criterion 7 and 8  
2 samples of improvisation for Criterion 9 and 10

## Course Support

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

Noted that the course has been updated for next year

Discussed: A student playing on more than one instrument is discouraged for end of year exams as they are not normally at the same standard on both instruments

Consensus from the meeting: The revised Music 3 syllabus must have guidance for the standard of repertoire for the external assessment. (Either AMEB, Trinity, St Cecilia etc or equivalent or a suggested list of repertoire for every instrument)