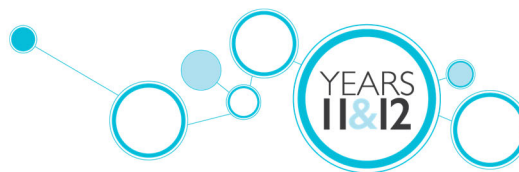


2019 September Moderation - Report



Meeting Details

Meeting took place in:	North
AM or PM session?	AM
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 3 = Overall, Element 1, Element 2, Element 3
Sample 1 - What rating (or ratings) has the group assigned this sample?	C+ and C
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Articulation played but not written in
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Another 12 bar blues More complex statement Refer to sheet from Paul
Sample 1 - Summary of group consensus	C Refer to sheet from Paul

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)?

See Paul's sheet

Moderation Details for Calibration - Sample 2

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

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

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

A and A-

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

Two times through the blues
Good blues phrasing
Use of variety of rhythms and articulation

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

Consistency in playing

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

A
See Paul's sheet

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

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

Ranging from B+ B B- C

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

Use of original blues scale is fine but structure of the 12 bar blues was not followed

Admire that they are taking risks to be creative

The change of tempo works well and gives a good contrast

Recording has almost a rag time feel at the beginning

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

12 bar blues structure

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

B

applicable.

Sample 3 - 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 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

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

Sample 4 - What rating (or ratings) has the group assigned this sample?

B B-

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Coherent music statement

No dynamics written in and limited articulation

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

second time through the 12 bars blues

Improvisation added

Write in dynamics in and add more articulation

Sample 4 - Summary of group consensus with comments to element level if applicable.

B-

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Encourage more composition - two times through the 12 bar blues and more complex rhythms - seems a capable student but needs more work to improve

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 1 and 2

Sharing Resources

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

For performance samples they need to be submitted in Audio not video format and provide music in

PDF format

Suggest because of time constraints that we only look at 3 samples

Samples are to be border line students (not A students)

Course Support

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

In Criterion 3 in the second line, we feel for Rating B the use of the words 'under direction' needs to be reviewed as it is not very clear