

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Arts - Contemporary Music Level 2
Moderation Leader Name	Jon Cavenagh
Moderation Leader Email	jon.cavenagh@education.tas.gov.au
Minute Keeper	Peter Hicks
Minute Keeper Email	peter.hicks@education.tas.gov.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.	Yoshi Izumi, Elizabeth College Jean Moore – GYC Greg Souter Claremont College Jon Cavenagh Rosny College Peter Hicks Hobart College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.	NA

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 6 = Element 2

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

A

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

For the proposed PA setup given in the assignment, the list provided met standard and could easily be used when planning for this performance. List is thorough and well thought through for 2C level.

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

In order to improve the student could have maybe had more of a breakdown of the mic models, Di's for an A+. Also could have gone into having spares, and providing tape for taping down leads etc for health and safety

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

Because the check sheet for students completing the PA task wasn't uploaded, it was therefore difficult to fully assess the student's outcomes - this could explain the wide range of marks given at initial assessment. Also the task related to a different element than originally marked.

Moderation Details for Calibration - Sample 2

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

Criterion 6 = Element 2

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

C+

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

All there but a little clumsy in the delivery - our agreement was that it should be in the C territory. The list was not exhaustive and the placement of the mixing desks in the diagram demonstrated a lack of understanding from the student.

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

A more exhaustive list. Signal path diagrams would need to be more accurate. Student needs to take into consideration the needs of audio technicians when preparing lists. This should appear to have all of the equipment required in one list.

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Element 2

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

B-

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

Rubric element states for B Rating: describes common security, workplace safety and legal issues relating to public performance and suggests some appropriate actions to reduce risk' Student has stated 'remedy control' measures to alleviate risks. EG; "Tidy cords and tape them down, get help with heavy lifting, check leads and replace, make sure fire exits are clear of junk"; all appropriate actions to reduce risk.

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

Needed to be more specific when discussing controls. eg, tag and test equipment, mention stage crew in responsibility list.

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

Remove 'following recording project' from the assignment as it is confusing.

Moderation Details for Calibration - Sample 4

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

Criterion 5 = Element 3

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

C-

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

Key Hazards have been identified but the table is very limited in the responses. Hazards addressed include tripping, heavy lifting, electrical, fire and slipping.

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

In order to improve the work the candidate needed to provide a clearer control measures for all risks. They also need to address specific activities associated with the risk event and assign a line of responsibility. Noise could also be addressed.

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

Jean - C Peter Agree - they identify the common. Discussion followed - it is a basic answer. To improve - they needed to include the noise - and who is responsible - not answered in this assignment. Final discussion - C-

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 5 = Element 3

Sample 5 - What rating (or ratings) has the group assigned this sample?

B

Sample 5 - What evidence supports the rating (or ratings) the group has given?

Like sample 3, the candidate clearly addresses element 2 (B standard) in that there specific actions placed against the risks identified. EG: 'A yellow bit of tape with faulty written on it, make sure there is distance between stage and pyrotechnic effects, moving effects away from people, designate no smoking areas, place no smoking areas.' They also identified and assigned an individual who will be responsible for controlling the risk.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

There needed to be more hazards listed. The list was not exhaustive enough. Could include noise, fire exits, heavy lifting, communications & insurance cover.

Sample 5 - Summary of group consensus with comments to element level if applicable

After discussion with the North we found a discrepancy in the standard of marking with the north being slightly harder in marking. We feel in this southern group that for a level 2 subject the ratings that we gave were appropriate to the standard however did revisit this sample. Original southern consensus was B+/A-.

Planning for September Moderation 2019 - Statewide Samples

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

Criteria 3 - E1. Criteria 4 - E4

Sharing Resources

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

Discussed rock challenge workshops available for Contemporary Music Classes

Course Support