

2019 March Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Arts - Music Level 3
Moderation Leader Name	Scott Weston
Moderation Leader Email	sweston@smc.tas.edu.au
Minute Keeper	Jennie MacDonald
Minute Keeper Email	jennifer.macdonald@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.

Jon Cavenagh – Rosny
Jennie MacDonald – Elizabeth
Damien Oliver-Black – Claremont
Tomas Webster – Elizabeth
Scott Weston - St Marys
Dave Wilson - Friends'
Andrew Castles – Rosny
Oliver Gathercole - Hobart Coll

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.

Judith Mann - Hutchins

Moderation Details for Calibration - Sample 1

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

Criterion 4 = Element 1, Element 2, Element 3, Element 4, Element 5

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

C

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

A range of concepts and music terminology have been used in answering the questions. They have identified the effect of music on self. They have identified a limited range of elements.

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

The discussion is limited in the depth of consideration. They are not demonstrating that they understand much. They are mentioning the elements but not giving meaning to the elements. They are not giving detail as to how they might improve the performance. It consists of statements but lacks description and analysis.

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

Greater meaning. Examples needed greater and more specific detail.

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Element 1, Element 2, Element 3, Element 4, Element 5

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

A

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

This is much more specific. It covers a large range of elements. Good justification and use of terminology. It is clear that the student understands the terminology. Substantiation of opinion is comprehensive.

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

The general summary has a few inconsistencies with the answers earlier in the assignment.

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Element 1, Element 2, Element 3, Element 4, Element 5

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

C+

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

There is a lot of mention of music elements but many are incorrectly identification. It lacks accuracy in information, identification and description of elements.

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

Greater accuracy.

Moderation Details for Calibration - Sample 4

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

Not looked at due to time constraints

Moderation Details for Calibration - Sample 5

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

Criterion 9 = Element 1, Element 2, Element 3, Element 4, Element 5

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

Criterion 9 - B+; Criterion 10 - B+

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

Also looked at Criterion 10, elements 1, 2 and 3. Pieces work well. Many compositional devices used. Score conventions are mostly appropriate.

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

The context statements need to be stronger on element 3. It is a shame that we don't know if the candidate improvised the solos. Whilst it is fine to have these solos in the folio, it would be useful to have the context statement identify whether the solos are the work of the candidate. Lacks dynamics and limited exploration of articulation.

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

There is evidence of musicianship, however, there needs to be more evidence of understanding musical terms and ideas. The context statements are long but they do not demonstrate strong understanding.

Moderation Details for Calibration - Sample 6

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

Criterion 9 = Element 1, Element 2, Element 3, Element 4, Element 5

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

Criterion 9 - B; Criterion 10 - B

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

Also criterion 10 elements 1, 2 and 3.

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

Limited time for discussion. Not as musical as the previous sample. Scores are written better than sample 5 but the musical decisions aren't as strong.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 2

Sharing Resources

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

Bring scope and sequences to share in the September meeting.

were discussed.

Course Support

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

Skype worked but not well enough to hold a meaningful statewide discussion. We couldn't hear everyone in the room and there was a considerable lag when speaking.