

2018 September 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	Jennifer MacDonald
Moderation Leader Email	jennifer.macdonald@education.tas.gov.au
Minute Keeper	Jennifer 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.	Jennifer MacDonald (Elizabeth College) Damien Oliver-Black (Claremont College) Suze Quinn (Roxny College) Oliver Gathercole (Hobart College) Aaron Powell (St Michaels Collegiate) Mark Brothers (Calvin Christian School) Paul Radford (The Friends' School) Scott Weston (St Mary's College) Katy Raucher (Elizabeth College) Rob McEwen (The Hutchins School) Jean Moore (GYC)
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who	Andrew Bainbridge (Elizabeth College)

did not attend the meeting.

Moderation Details for Calibration - Sample 1

<p>Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 7 = Element 1, Element 2, Element 3, Element 4 Criterion 8 = Element 1, Element 2, Element 3, Element 4</p>
<p>Sample 1 - What rating (or ratings) has the group assigned this sample?</p>	<p>C7 - T; C8 - T</p>
<p>Sample 1 - What evidence supports the rating (or ratings) the group has given?</p>	<p>C7 - the degree of difficulty was not sufficient for one of the two pieces. It was more representative of a Music Studies piece of music.</p> <p>There were significant tonal and intonation inconsistencies.</p> <p>There was a lack of accuracy in terms of melodic and rhythmic precision.</p> <p>C8 - Whilst there was an attempt at dynamics, it was very limited. The music was not phrased in a stylistic manner. Overall expression was lacking.</p>
<p>Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Higher level of difficulty in repertoire chosen. Issues mentioned above addressed.</p>
<p>Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Music needs to have sufficient challenges that the student is able to demonstrate the appropriate level of skill for Music 3.</p> <p>Student might benefit from listening to credible performances to gain a better understanding of style.</p> <p>Student might benefit from comparing these with recording of themselves.</p>

Moderation Details for Calibration - Sample 2

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

Crit 7 = Element 1, Element 2, Element 3, Element 4
 Crit 8 = Element 1, Element 2, Element 3, Element 4

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

C7 - C-; C8 - C

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

C7 There was a wide range of marks assigned to this work sample and this led to considerable discussion around how to quantify "sufficiently accurate" as opposed to "precision". Whilst the pieces were challenging enough, there were considerable issues with timing and ensemble with the backing track.

C8 There was no discussion here - a very quick agreement on a C.

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

Greater accuracy, particularly in regard to rhythmic precision. More skillful technical control.

Did not discuss this for criterion 8 - meeting was keen to move onto the next sample given there was a very quick consensus.

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

Apart from improving accuracy, working with live musicians normally leads to better results because there is greater opportunity for expression (rather than using a compressed backing track) and musicians work together and develop a performance together.

Moderation Details for Calibration - Sample 3

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

Crit 7 = Element 1, Element 2, Element 3, Element 4
 Crit 8 = Element 1, Element 2, Element 3, Element 4

elements within that criterion	
Sample 3 - What rating (or ratings) has the group assigned this sample?	C7 - C; C8 - C
Sample 3 - What evidence supports the rating (or ratings) the group has given?	<p>There were major issues with intonation and diction was unclear in many places through the performance.</p> <p>Whilst there was recognition of phrasing, it was quite mechanical and the performance lacked "heart" - a stronger connection to the narrative was needed.</p>
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	<p>Greater technical control which would be evidenced in tone, intonation, diction, fluency, and accuracy.</p> <p>Greater use of dynamics to provide contrast and shaping to the performance.</p>
Sample 3- What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	A focus on development of technique would equip the student to deliver a more accurate and expressive performance.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 9 = Element 1, Element 2, Element 3, Element 4
Sample 4 - What rating (or ratings) has the group assigned this sample?	C9 - B+; C10 - B+
Sample 4 - What evidence supports the rating (or ratings) the group has given?	There was considerable discussion around the essence of the two criteria. There is some overlap of what is being assessed. This folio contained a strong range of original

ratings) the group has given?	ideas and the pieces were well structured. Some areas needs refining - it was obvious which pieces had been written earlier in the year and which were in a style which the candidate was more comfortable with/knowledgeable about. There were some unrealistic dynamic markings/performance requirements.
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	More consistency across the folio.
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Work through a greater range of material so that weaker pieces could be left from the folio.

Moderation Details for Calibration - Sample 5

Sample 5 - What rating (or ratings) has the group assigned this sample?	The southern meeting ran out of time to look at this work sample.
---	---

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply	Level 3 or 4
For Level 3 and 4 courses please suggest criteria for consideration by CTL's.	C4; C9; C10 - there was no discussion as to who was providing the samples.
Please enter the name and email address of the person providing the samples:	Jennifer MacDonald

Email

jennifer.macdonald@education.tas.gov.au

Sharing Resources

Course Support