

# 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 Studies Level 2
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

**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?**

Identification of texture, instrumentation and form.

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

More depth covering a wider range of elements.

**Sample 1 - Summary of group consensus with comments to element level if applicable.**

Given that the text boxes were so small, The group chose to look at this as a short task which the student had a small amount for time to complete. If the student had a longer period of time to complete the result would have been lower.

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

The candidate was limited by the size of the text boxes. If this was presented to students online they could have expanded the text boxes and provided more information but as it stands they were limited by the very small amount of space provided. With Music Studies it can be much more useful to provide specific features to discuss. Even provide leading sentences.

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

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?

In some ways this student attempted to be more specific, however, not all the detail is correct. A greater range of elements were considered than in sample 1. Description has been attempted although there is room for more detail.

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

More accuracy in detail. Greater discussion on the elements and some improvement on accuracy.

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

Element 1 - description of elements almost a B. Element 2 - quite limited in use of music terminology to describe effects. the group thought this work sample is definitely in C territory.

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

Size of text box may have thought answers needed to be kept short.

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

**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?**

Talked about a range of elements and had some valid observations. Identified and described but not explored as much as possible.

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

All the questions should have been answered, however, quite a lot of this assignment was more suited to Music 3 students. Therefore, we shouldn't be expecting it all to be answered. Within elements covered there needs to be more detailed - it is spread thin because the assignment is so long.

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

The work sample demonstrates thought and consideration but much of the task was not completed. The summary at the end helped to make up for this. E1 - Gone to description but not really conveying the meaning. E2 - Uses a range of music terminology but this has been provided by the task so it is unclear how much has come from the student.

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

This was a comprehensive task for level 2 students. It is quite lengthy and not all level 2 students would necessarily cope with it. A good task for more advanced music studies students. This could be simplified and still valid for music studies.

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## Planning for September Moderation 2019 - Statewide Samples

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

Criteria 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.

Bring scope and sequences to share in the September meeting.

## Course Support

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

Bring scope and sequences to share in the September meeting.