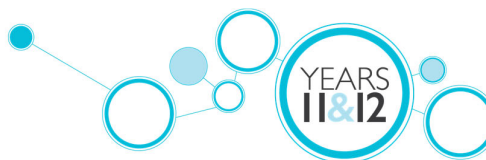


2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

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+

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

- o No element 3 - dynamics (t)
- o One blues scale throughout
- o Stuck to the assignment brief - blues scale, chord progression

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

Drawing on more melodic variants - multiple blues scales

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

Agreed

Sample 1 - What actions would you

As above

recommend for teachers to help the student attain a higher rating (or ratings)?

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+

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

- o Articulation and dynamics markings used, accents on strong beats
- o Varied rhythmic ideas
- o Stylistically appropriate - strong phrasing ideas, swing marking
- o Drawing on the relevant blues scale to the chord
- o Would rate highly for Music 3

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

None

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

Agreed

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

None

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?

B

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

- o Some dynamics and articulation
- o Element 1: B- (coherent)
- o Simple melody - stylistically appropriate
- o Blues scale used
- o Element 2: number of stylistic features used
- o Not 12 bar structure - penalise element 1 or 2?

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

More complex dynamics and articulation
12 bar blues structure adhered to

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

Agreed

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

As above

Planning for March Moderation 2020 - Statewide Samples

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

1, 2 - all elements

Sharing Resources

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

Shared scope and sequences

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 not working, phone conversation on speaker phone worked well between north and south.