

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

Arts - Contemporary Music 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

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

B-

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

Evidence of cohesive compositional elements to suit to genre. Used the appropriate range of concepts and ideas to realise the outcome.

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

The group decided that we could not assess element 2 as there was no evidence of collaboration in the sample provided.

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

We needed a reflection to value add to element 3 of Criterion 3. We found it hard to differentiate between the word "complex" and "cohesive" for element 1 as most "Pop" songs are not complex in their harmonic structure, but that is an element of the genre. We think that a re-write of that element would be better for the course.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall

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

B

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

Student has shown evidence of collaboration and reflection.

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

Again, we are looking at the word "complex" for element 1 but the composition has all of the devices that are associated with this style of genre. So the word complex was a contentious issue for us.

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

A re-write of the wording of element 1.

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

Using a wider range of musical ideas in the pre-production stage would have help the student move into the A rating. Even if the compositional ideas were not followed through, there would have been evidence of experimentation.

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

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?

The same as Sample 2

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

The same as Sample 2

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

The same as Sample 2

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

The same as Sample 2

Planning for March Moderation 2021 - Statewide Samples

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

Criterion 4 - All elements

State the name of the person who will be providing the samples for moderation

TBC

Sharing Resources

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

Details of the 9-12 website were shared

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this

We did not discuss this in this meeting

course: