

# 2020 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Arts - Music Level 3

## Moderation Details for Calibration - Sample 1

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

Criterion 4 = 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?

They may not have always used the correct terminology, but you could tell they were listening well and hearing the different elements. They were correctly identifying and describing.

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

The dot points in question 3 didn't really give meaning to how the elements have been utilised. There wasn't much depth. They haven't really outlined why each device was used.

More evaluation required. Some justification and detail is missing.

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

Consensus - B

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

Encourage student to evaluate.

## Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall

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

Range from B to C-

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

Highlighting of words demonstrated understanding so could identify music elements and range of elements. Attempt to address some of the elements in terms of the effectiveness. Not necessarily getting the language but describing the effect of the music.

Question 6 covered.

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

They have used lots of terminology, but not demonstrated clear understanding.

Reliance on expressive devices rather than noting compositional devices.

They have defined points but not put into own words.

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

Consensus C+

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

Encourage student to use their own language in explaining terms to ensure that they demonstrate clear understanding.

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall

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

Range from A to C

sample?

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

Good descriptions which make a good attempt at justifying why the music worked within the piece.  
 Purpose discussed.  
 Explanations of devices provided.

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

Circles not put very accurately.

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

Consensus - B/B+

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

Sped some time working with students to ensure that they are familiar with all terminology.

Planning for March Moderation 2021 - Statewide Samples

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

March Moderation - practical samples - Criteria 7 and 8 - audio only and pdf of scores. These are to be emailed to the Moderation Leader by the end of November 2020.

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

Scott Weston

Sharing Resources

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

nil

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 course:

nil