



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2003

Music

National Moderator's Report

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General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

The moderation of assessment materials has proven to be effective in establishing the national standard. Assessors are advised that over-assessing may place unnecessary strain on learners. Assessment questions that are too closed prevent learners from answering in any depth.

Level One

90012 *Perform contrasting music as a featured soloist*

90013 *Compose pieces of music*

The majority of assessors showed an understanding of the national standard. Videotaped evidence of learner performance assists with the moderator understanding of the assessor judgements. It is pleasing to note that the filming of performances is of a good standard.

90014 *Compose pieces of music*

The majority of assessors showed an understanding of the national standard. Generally submissions were at the standard and included learner work/evidence. Rewinding audio tapes to the beginning of the submitted works would be helpful; often tapes were stopped after the recording had ended.

90017 *Demonstrate knowledge of music works*

Many assessors are using the Ministry exemplars, even though these require some adaptation to bring them to an appropriate level. The *Music Advisors'* booklet was also widely used but rarely adapted to a particular school context. Learner instruction sheets often failed to clarify teaching and learning contexts, assessment conditions and timeframe and so on.

Level Two

90264 *Present contrasting performances as a featured soloist*

All assessment materials, regardless of source, are expected to be modified to reflect specific contexts, conditions and timeframe. A minority of assessors interpreted the requirements of this standard to be the same as 90012 *Perform contrasting music as a featured soloist*. Explanatory Note 4 states, “each performance could comprise a selection of short pieces or an extended piece or pieces” – this would suggest that each of the *contrasting* performances have sufficient substance to demonstrate technical and presentation skills and musicianship (presumably in at least two genres or styles) at a Level 2 standard. It should be noted that the contrasting performances need not necessarily take place on different dates. It is conceivable that the more able or diligent learner could give appropriate performances during both the first and second half of a performance evening, perhaps a short piano recital at one point and as a member of a jazz combo at another.

The submission of video recording of learner performances and music scores, where appropriate, assist the moderator to understand the assessor judgements.

90265 *Present a music performance as a member of a group*

The majority of assessors displayed a clear understanding of the national standard. Assessors are reminded that learners should be a year further developed in their musical journey from Level 1. Few assessors submitted this standard for external moderation.

90266 *Compose a selection of music pieces*

Few assessors submitted compositions.

90267 *Create an instrumentation*

While the music may be from a simple score, it is important that assessors select music, which allows learners to create an instrumentation showing some understanding of instrumental techniques and combinations; this would suggest a minimum length of 32 bars to allow for timbral and textural variety.

While Explanatory Note 7 states that submissions may be notated scores, audio recordings or a sequence, it is recommended that assessors include an audio tape. It would be beneficial to submit a score where an audio recording is submitted for moderation. The standard also stipulates five independent parts. Bass and cello are not considered as two independent parts; bass lines were often doubled on other instruments. This standard is designed to allow learners to demonstrate their knowledge of instrument ranges, transpositions, colours and possible blends, and should allow for the demonstration of effective score layout (when notated). The tasks assessors set are crucial to learners' success with this standard.

90270 *Demonstrate knowledge and understanding of music works*

Assessors are reminded to modify assessment materials to suit the specific circumstances, teaching and learning contexts, assessment conditions and timeframe.