



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

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 materials that are fair and valid.

All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate student 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 student needs. They do not provide 'rules' but suggest different ways of assessing to the nationally-registered standard.

General Overall Comment

The moderation team is pleased with the efforts made by assessors to engage with the Level 3 achievement standards, and some exceptional student work has been submitted as evidence.

It is important that assessors are familiar with the achievement or unit standards they are assessing against. There are still many cases where crucial aspects are missing from the evidence submitted and/or from the student instruction sheets.

The quality of the recordings of *some* performance and composition submissions leave much to be desired, making effective moderation difficult, particularly where the grading of achievement standards are concerned. Performance tape submissions should also be cued up at the first performance and should preferably not contain extraneous material, as having to search for evidence confuses moderators.

VHS tape is the preferred medium for performance evidence, therefore DVD is not an acceptable format.

A significant number of schools are still not providing student evidence. Many of these schools have submission dates late in the year. This is a matter for concern, particularly as moderation seeks to ascertain the effectiveness of assessor judgements and where, in many cases, evidence from the previous year would be acceptable when student evidence for the current year is not yet available.

AS90499: *Research and present a music topic*

There are still concerns with regard to the research achievement standard (AS 90499) and too many submissions are in the style of class projects and essays about a topic more representative of the type of work completed by year 10 option music classes. The research requires students to develop a research framework and to come up with a question or questions which they are going to seek to answer. The research process should then be relevant to the topic. Presentations should be at a level of sophistication suitable for this level. This means that a topic which is only called 'A history of the Blues' for example, or 'The music of Mozart', has no potential for adequate research – merely fact finding. Questions need to be asked, such as: 'What are the influences of African and European music on the blues?' Or, 'What effect did patronage and non-patronage have on Mozart's musical output and how much was he influenced by the artistic fashions of his day?'

Moderators also express concern that the end product is what many assessors are using as the sole evidence, but it should be noted that the process is of equal importance.

AS 90497: *Examine the contexts that influence the expressive qualities of music*

AS90497 is still causing concern, and some submissions better reflected Level 1 music works, with its emphasis on elements and features, than the contexts such as Structural and Communicative, Material and Mechanical production, and Socio-cultural. This standard, rather than merely categorising the obvious (elements and features), seeks to comprehend and challenge the various contextual influences which have enabled the music to come into being (or be written or performed). As such, this standard is excellent preparation for university study which requires students to look at the broader evidence of an object. Better engagement with the meaning of the standard will be to the advantage of music education throughout the country.

AS 90528: *Present music in composition or performance*

It has been gratifying to see the quality of some student work submitted under this standard. However, some submissions are lacking the substance befitting a 12-credit standard. This constitutes half a course. This should be the guiding factor in what is required from the students. While time limits can be unhelpful in ascertaining the quality and preparation requirements of a music programme, a programme of at least 20 minutes should be considered.

More performances were submitted than compositions. Where students wish to submit for both it is possible, for example, to submit composition under the research achievement standard AS90499, or to access unit standard 10656 *Demonstrate developed music compositional skills*. For the Research achievement standard, students could set themselves compositional problems and, through a process of research, come out with compositional evidence as to how they resolved the problems. With the unit standard, if assessors are concerned that students cannot gain Excellence (but only a credit) then, for the exceptional student, consideration might be given to higher level unit standards, for example Level 5 which would give the student increased credibility, arguably more than an Excellence at Level 3.