



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2005**

## **Music**

### **National Moderator's Report**

## **National Moderator's Report**

### **General Guidance for Assessors of Achievement and Unit Standards**

The purpose of external moderation is to provide reassurance that assessor judgments 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 learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments 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 system is promoting uniformity in teachers' understanding of the requirements of the music standards throughout New Zealand. The moderation team feels standards are being maintained.

However, the team is still concerned about the quality of the material submitted for moderation and asks that schools submit quality audio and visual material for moderation purposes.

A number of schools still fail to submit student evidence, even in the later stages of the year. Schools should now have examples of learner work from previous years to submit, so that moderators can ascertain the effectiveness of assessor judgements.

### **AS 90528: *Present music in composition or performance***

Moderators are concerned about the disparity of what constitutes sufficiency in this 12-credit standard. Many schools continue to submit similar amounts of performance or composition evidence as they do for the level 2 standards, even though these have a lesser credit value and require less depth and technique from learners. From 2006, this standard is to be split into two separate standards, each with less credit value and clearer explanatory notes.

Many standards continue to be misread, particularly the explanatory notes which many teachers seem to be ignore. Moderators' concerns relate to sufficiency and doubling of parts in instrumentation and group performance. For the level 3 research standard AS 90499, there are too many submissions that would only count as a junior secondary project rather than a significant piece of research suitable for level 3.