



National Qualifications Framework Levels 1–3, 2007

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 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

Assessors are to be complimented on the improving quality of video/DVD materials, making performances much easier to moderate in 2007. It should be noted that many alternatives to the ‘required’ video or DVD format are being submitted. This has proven troublesome for some moderators as there are several software formats being used most of which are not available to the moderators. Submissions should continue to be in video or DVD only.

In their realisation, some compositions still use software that is of dubious quality, but on the whole, it appears that that standard of musical competence is on the rise. In addition the acceptance by the universities of the *Making Music* strand at level 3 has contributed to an increase in student numbers and quality.

Assessors of achievement standards continue to use exemplars from the TKI website and a few are now modifying the tasks to suit their own teaching and learning programmes. It is anticipated that new on-line assessment resources will be prepared for the updated level 1 achievement standards for 2008. The tasks on the website provide suitable examples of how tasks could be structured and the generic assessment schedules are easily modified to align with specific school contexts.

Assessors are reminded of the importance of preparing tasks that reflect the requirements of the standard and to prepare an Assessment Schedule that opens out in more detail the expectations of the Achievement Criteria cited in the specific standards. Assessors are reminded that the Assessment Schedule is a useful tool in providing feedback to students—it makes the system more transparent and ensures that assessors are commenting on the requirements of the standard and not some other imaginary judgement. The teasing out of specific terms in the assessment schedule would be particularly helpful for students at level 1. Some assessors are still only submitting a copy of the standard along with their student evidence and this matter needs some attention.

When making judgements assessors need to look for a ‘sufficiency’ of evidence rather than ticking off boxes as each small component is addressed. This means that a more holistic form of assessment can take place, one that addresses a broader view of student competencies than the more pedantic methods that tick boxes often encourage.

AS 90776 Prepare and present performances of music as a featured soloist

Evidence of reflection and evaluation is often not submitted along with the performances. It is recommended that assessors find tangible ways of dealing with this, for example, where the teacher has a conversation with the student, some record needs to be taken and submitted for moderation. Assessors should also ensure that sufficient evidence is submitted for this 8 credit standard, two or three short pieces do not comprise sufficiency.

Additional notes

When assessing the three levels of group performance standards, assessors should ensure that each candidate is performing a unique and recognisable part. Too many submissions have candidates sharing a part with several others and this is especially noticeable in choral submissions. Where this occurs, some schools have taken the initiative to also re-record the choral piece with only one student per part so that candidates can be assessed more effectively.

Many submissions for the Level 3 performance and composition standards do not contain either adequate or reflective statements from candidates, or evidence that this has been attempted. This is a significant part of each standard and grades should not be awarded where this has not occurred.