



The following report gives feedback to assist assessors with general issues and trends that have been identified during external moderation of the internally assessed standards in 2023. It also provides further insights from moderation material viewed throughout the year and outlines the Assessor Support available for Music.

Insights

91425: Research a music topic

Performance overview:

To achieve the standard, students need to process evidence from a range of sources to present their own valid conclusions. A range of sources is typically between 10-12 internet sites, which could include interviews and/or musical recordings.

The research process is clearly laid out in Explanatory Note 3 of the standard, including the need to record sources of evidence. A bibliography, referencing and quote citations must be included with all research submissions. Surveys have been seen more in recent moderation, together with statistical analysis on topics such as the musical listening habits of teenagers. These can assist students in demonstrating a 'range' of sources. However, they should only be used if they add significantly to the research topic.

Practices that need strengthening:

Moderation submissions securing Merit and/or Excellence criteria demonstrate a clearly defined area of research together with research question(s) which narrow the focus of the investigation. This allows for critical thinking and detailed conclusions. An example of an area of research could be "The influence and importance of music within the context of a video game", and the focused research questions might include:

1. How does music within a video game immerse the player?
2. How does music affect overall performance of the player?

Research presentations continue to be largely in written form, the majority of which are essays. Essay lengths are generally between 1500-2000 words, which is appropriate for students to present detailed findings and perceptive conclusions. Encouraging students to complete oral presentations or evidence via other assessment modes allows for student agency and equity considerations to be acknowledged.

91418: Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group

Performance overview:

To achieve the standard, students need to present their two pieces of music in a "single group setting". This aspect of the standard enables performers to create an uninterrupted musical programme where their ensemble skills can fully contribute to the overall synergy of the group. It also requires stamina and intense focus to complete two substantial pieces of music within a group setting at curriculum level 8.

Practices that need strengthening:

It is important that students, itinerant teachers of music and the classroom teacher discuss early in the academic year which music group will allow individual performers to demonstrate their musical skills optimally. The setting is also important, as there must be time allowance for the two pieces to be played consecutively and for the performer to be clearly heard and seen.

Extracurricular settings like SFRQ finals or Te Matatini are appropriate if the recording of the performer/s is both visually and aurally clear. In any setting, the group will have a maximum of seven members.

Assessor Support:

Online

NZQA's learning management system (Pūtake) offers 150+ easy to access courses, materials and products. These are designed to support teachers, as assessors, to improve their assessment of NCEA standards.

Online, subject-specific or generic, bite-sized learning modules and short courses are now available to complement the traditional face-to-face workshops that NZQA offers. These online courses can be accessed using your Education Sector Logon.

Subject-specific course/workshops available for Music include:

- 91278: Investigate an aspect of New Zealand music
- Group work in the Arts

Online Making Assessor Judgements workshops are also available throughout the year. These workshops are structured to guide teachers to improve their understanding of each grade level by examining several full samples of student work. The following standards are available for enrolment in 2024:

- 91270: Perform two substantial pieces of music as a soloist
- 91425: Research a music topic
- 91849: Compose three original songs that express imaginative thinking

Feedback from teachers for these workshops indicates that more than 74% of participants agreed or strongly agreed that the content in the module was beneficial:

“Although I was a bit skeptical that this was going to provide me with better understanding of the standard (and marking it), I found I've picked up more certainty about making judgements about the work my students might produce. I'm also more secure about guiding them through the selection of their topic and setting it up so that they are able to complete a successful investigation.”

Exemplars of student evidence for all standards at each level of achievement are available on the NZQA subject page for Music.

NZQA will continue to provide generic modules and workshops designed to improve general assessment practice. The following modules and workshops will be available in 2024:

- Assessment Approaches, an online workshop exploring different methods of assessment
- Culturally Responsive Assessment

- Assessment Guidance – Reviewing Your Practice
- Tāku Reo, Tāku Mahi – My voice, My work, a guide to managing authenticity
- Why Less is More, a guide to reducing volumes of student evidence
- Integrated Assessment
- Modes of Assessment
- Alternative Assessment
- Acknowledging Sources

“This was great! I liked that I could choose from different scenarios, see how sources are used and the way the student answered the question.”

“Reassuring and very thorough. Easy to use/follow.”

We will also continue to offer the Transforming Assessment Praxis programme, an online workshop relevant to all subjects which helps assessors learn about re-contextualising assessment resources and collecting evidence in different ways, in order to better meet the needs of students.

Check the NCEA subject pages on the NZQA website regularly, as more online modules, workshops and courses will be added throughout 2024.

Assessor Practice Tool

The Assessor Practice Tool (APT) will be used to support assessors with the new NCEA standards from 2024 onwards. The purpose of the APT is to allow assessors to practice making assessment judgements and immediately receive feedback on their judgements from a moderation panel. The APT will initially have material for some existing Level 3 standards, with moderated samples for the new Level 1 NCEA standard subjects being added as material becomes available. Material for the new Level 2 and Level 3 standards will be added over time, and all material for the old NCEA standards will be archived.

Material is currently available for:

- 91425: Research a music topic
- 91416: Perform two programmes of music as a featured soloist

Workshops and Presentations

The Best Practice Workshops offered by Assessment and Moderation continue to be viewed by the sector as significantly contributing to improved assessor practice:

“I thought the workshop was very clear and helpful, there were a lot of varied examples of ākonga work discussed and opportunity for participants to discuss and ask questions.”

We offer several options of online workshops and presentations for events to support assessors with the assessment of internally assessed standards. These can be subject-specific, or general assessment support, and tailored to the audience. Virtual presentation slots, online workshops or webinars can be requested to provide targeted support to local, regional or national audiences.

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