



# NZMEB Newsletter

August 2017

I hope the year is going well for you and the current examination session is successful for you and your students. NZMEB Examiners have been looking forward to enjoying your student's performances.

## NCEA Credits

NZMEB now has in place the facility to assess students for NCEA credits at levels 1, 2 and 3.

NCEA Level 1 – NZMEB Grade 3 (or above)

NCEA Level 2 – NZMEB Grade 4 (or above)

NCEA Level 3 – NZMEB Grade 6 (or above)

It is important to note that the credits on offer from NZMEB do not come from the whole NZMEB exam. As an example, if a student sits NZMEB Grade 3 Performance Piano, they will play scales, 5 pieces, and answer Musicianship and Musical Knowledge questions. If the student opts to be assessed at NCEA Level 1 Solo performance they will nominate two pieces (from their exam) that will be used to assess against the NCEA Standard 91090.

For further information about this please go to <https://nzmeb.org/ncea>

## Syllabus Review

We are working through our syllabuses to eliminate anomalies, so please make sure to check online for the most recent versions when you are choosing new material. The piano and violin syllabuses have had a review of repertoire and consequently there are some minor changes. There have been minor changes to the technical work in the piano, and some small adjustments to the musicianship. The changes are all on line, and we are looking at producing revised printed syllabuses in the new year. Changes will take effect from 2018.

There have been some minor changes to the scales in various instruments, so it is advisable to check the website.

## Pass Awarded C-

In line with International University Standards and following consultation with our Examiners NZMEB has introduced a C- pass into our results schedule. It will be marked on the examiner report form as C minus.



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## Theory

Congratulations to all those who did so well in our 2017 theory exam in May. As NZMEB only does six grades the equivalency of other Boards means there are bigger steps between our grades. Entrants who progress through each grade score consistently higher marks. As in previous years, this session has shown that it doesn't work to skip a grade. Theory is cumulative and builds year by year. The recommended theory workbooks, in conjunction with Dulcie Holland's 'Harmony Step by Step' workbook ensure a satisfactory coverage of the work.

For more details you can find the recent theory marker's report at:

<https://nzmeb.org/download/17theory-markers-report.pdf>

and previous theory papers are also online on our resources page:

<https://nzmeb.org/resources>

### Our Mission

To develop and deliver to music students at all levels, a balanced, comprehensive, professional New Zealand based curriculum and assessment programme that will develop musical performance as a lifetime skill.

## NZMEB and NZQA

Earlier this year NZMEB announced the opportunity for our examination entrants to be assessed for NZQA credits at levels 1, 2 and 3. This has been a huge step as we have had to pass very stringent requirements by NZQA in all areas of our operation.

Our system is based on :

1. Extensive repertoire lists so entrants can choose pieces that will showcase their individual talents.
2. Many New Zealand composers' works included. New Zealand music written for and played by New Zealanders.
3. Two streams of syllabuses, performance or standard. Exams available for most instruments.
4. Emphasis on the Performance of Music. NZMEB believes exams should test performance skills with a lesser emphasis on sightreading and aural tests in an exam setting. These are important skills for musicians but NZMEB believes they place performers under unnecessary stress in an examination setting. There are other ways to develop these skills for entrants rather than place them in a highly stressful situation during their examination. NZMEB entrants talk about looking forward to sitting their exams and come out with a sense of achievement.
5. New Zealand is home to many incredible musicians who have trained across the world. They understand our country and our young people and become outstanding music examiners for NZMEB entrants.
6. NZMEB uses marking systems and schedules in keeping with the modern educational policies used by NZQA. Prior to implementation, five years of research at NZQA confirmed that grade score and holistic marking is a fair and effective method of standards-based marking. This method of marking is accepted throughout the world, using holistic marking against clearly stated achievement standards and course completion outcomes.
7. Quality assurance. NZQA has a formal quality assurance process to ensure that the assessment of each standard is fair across all students, regardless of the school they attend. This includes internal moderation, external moderation and assessment system checks.
8. The number of syllabuses, examinations, entrants and examiners continues to grow.
9. NZMEB is currently developing a brass band syllabus in conjunction with the Brass Band Association of New Zealand, and is in the early planning stages of a contemporary music syllabus.

Thank you for your continued support.

Kind regards

Lynne Sperring.