

# Music marking guide

External assessment

## Extended response (34 marks)

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

2. explain the use of music elements and concepts to communicate meaning in repertoire and music sources
4. analyse music to examine and consider the constituent parts and relationship between music elements, concepts and stylistic characteristics in repertoire and music sources
6. apply written literacy skills using music terminology relevant to genre/style, reference to the work, and language conventions, to communicate ideas and meaning relevant to the work
8. evaluate music to justify a viewpoint related to repertoire and music sources.

**Note:** Objectives 1, 3, 5, 7, 9 and 10 are not assessed in this instrument.

## Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results
- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- Informs schools and students about how marks are matched to qualities in student responses.

## Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

# External assessment marking guide (EAMG)

## Extended response

Criterion: Explaining and analysing music elements or concepts (12 marks)

First element or concept	M	Second element or concept	M
<ul style="list-style-type: none"><li>identifies the music element or concept revealing relevant characteristics that communicate meaning in response to the chosen question</li><li>deconstructs the music element or concept thoroughly and accurately</li></ul>	6	<ul style="list-style-type: none"><li>identifies the music element or concept revealing relevant characteristics that communicate meaning in response to the chosen question</li><li>deconstructs the music element or concept thoroughly and accurately</li></ul>	6
<ul style="list-style-type: none"><li>identifies the music element or concept revealing relevant characteristics that communicate meaning in response to the chosen question</li><li>deconstructs the music element or concept thoroughly, with minor inaccuracies that do not affect the overall response</li></ul>	5	<ul style="list-style-type: none"><li>identifies the music element or concept revealing relevant characteristics that communicate meaning in response to the chosen question</li><li>deconstructs the music element or concept thoroughly, with minor inaccuracies that do not affect the overall response</li></ul>	5

First element or concept	M	Second element or concept	M
<ul style="list-style-type: none"> <li>identifies the music element or concept revealing relevant characteristics that communicate meaning in response to the chosen question</li> <li>deconstructs many parts of the music element or concept, with minor inaccuracies that do not affect the overall response</li> </ul>	4	<ul style="list-style-type: none"> <li>identifies the music element or concept revealing relevant characteristics that communicate meaning in response to the chosen question</li> <li>deconstructs many parts of the music element or concept, with minor inaccuracies that do not affect the overall response</li> </ul>	4
<ul style="list-style-type: none"> <li>identifies the music element or concept revealing relevant characteristics that communicate meaning in response to the chosen question</li> <li>deconstructs the music element or concept, with inaccuracies that do not affect the overall response</li> </ul>	3	<ul style="list-style-type: none"> <li>identifies the music element or concept revealing relevant characteristics that communicate meaning in response to the chosen question</li> <li>deconstructs the music element or concept, with inaccuracies that do not affect the overall response</li> </ul>	3
<ul style="list-style-type: none"> <li>identifies the music element or concept that reveal misunderstandings of characteristics that may not be relevant to communicate meaning in response to the chosen question</li> <li>deconstructs the music element or concept with inaccuracies</li> </ul>	2	<ul style="list-style-type: none"> <li>identifies the music element or concept that reveal misunderstandings of characteristics that may not be relevant to communicate meaning in response to the chosen question</li> <li>deconstructs the music element or concept with inaccuracies</li> </ul>	2
<ul style="list-style-type: none"> <li>identifies the music element or concept that reveal misunderstandings of characteristics</li> <li>makes statements about the music element or concept</li> </ul>	1	<ul style="list-style-type: none"> <li>identifies the music element or concept that reveal misunderstandings of characteristics</li> <li>makes statements about the music element or concept</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Analysing relationships (1 mark)

The response:	M
<ul style="list-style-type: none"> <li>establishes the interconnectivity between characteristics of music elements or concepts to communicate meaning in response to the question</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Evaluating the use of music elements or concepts (6 marks)

First element or concept	M	Second element or concept	M
<ul style="list-style-type: none"> <li>makes a careful and deliberate judgment about the use of the music element or concept in relation to the communication of meaning in response to the chosen question</li> </ul>	3	<ul style="list-style-type: none"> <li>makes a careful and deliberate judgment about the use of the music element or concept in relation to the communication of meaning in response to the chosen question</li> </ul>	3
<ul style="list-style-type: none"> <li>makes a judgment about the use of the music element or concept in relation to the communication of meaning in response to the chosen question</li> </ul>	2	<ul style="list-style-type: none"> <li>makes a judgment about the use of the music element or concept in relation to the communication of meaning in response to the chosen question</li> </ul>	2
<ul style="list-style-type: none"> <li>provides an opinion about the music element or concept</li> </ul>	1	<ul style="list-style-type: none"> <li>provides an opinion about the music element or concept</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Justifying the use of music elements or concepts (10 marks)

First element or concept	M	Second element or concept	M
<ul style="list-style-type: none"> <li>uses 2 pertinent examples to support the viewpoint</li> <li>references the examples using bar numbers or time code</li> </ul>	5	<ul style="list-style-type: none"> <li>uses 2 pertinent examples to support the viewpoint</li> <li>references the examples using bar numbers or time code</li> </ul>	5
<ul style="list-style-type: none"> <li>uses 2 examples, including 1 pertinent example, to support the viewpoint</li> <li>references the examples using bar numbers or time code</li> </ul>	4	<ul style="list-style-type: none"> <li>uses 2 examples, including 1 pertinent example, to support the viewpoint</li> <li>references the examples using bar numbers or time code</li> </ul>	4
<ul style="list-style-type: none"> <li>uses 2 examples to support the viewpoint</li> <li>references the examples using bar numbers or time code</li> </ul>	3	<ul style="list-style-type: none"> <li>uses 2 examples to support the viewpoint</li> <li>references the examples using bar numbers or time code</li> </ul>	3
<ul style="list-style-type: none"> <li>uses 1 example to support the viewpoint</li> <li>references the example using bar numbers or time code</li> </ul>	2	<ul style="list-style-type: none"> <li>uses 1 example to support the viewpoint</li> <li>references the example using bar numbers or time code</li> </ul>	2
<ul style="list-style-type: none"> <li>uses 1 example to support the viewpoint</li> </ul>	1	<ul style="list-style-type: none"> <li>uses 1 example to support the viewpoint</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

**Criterion: Applying written literacy skills (5 marks)**

Music terminology	M	Language conventions	M
<b>The response:</b>			
<ul style="list-style-type: none"> <li>uses music terms, including the title of the work and/or the name/s of the composer/s, that are accurate and relevant in response to the chosen question</li> </ul>	2	<ul style="list-style-type: none"> <li>communicates music ideas and meaning in a sustained, organised and cohesive sequencing of information</li> <li>uses language conventions appropriately and with clarity</li> </ul>	3
<ul style="list-style-type: none"> <li>uses music terminology, allowing for some errors</li> </ul>	1	<ul style="list-style-type: none"> <li>communicates music ideas and meaning</li> <li>uses language conventions, allowing for some loss of clarity</li> </ul>	2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>communicates music ideas</li> </ul>	1
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0