

Music Extension marking guide and response

Sample external assessment 2020

Extended response (50 marks)

Assessment objectives

1. apply written literacy skills to communicate ideas
2. evaluate music and ideas about music relevant to the subject matter
3. examine music and ideas about music relevant to the subject matter
4. express analytical information about music and ideas about music to create a coherent and complex whole.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

Purpose

This document consists of an EAMG and an annotated response.

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)

Criterion: Examine music elements and/or concepts (16 marks)

| 1st stimulus | Mark | 2nd stimulus | Mark |
|---|------|---|------|
| The response | | | |
| <ul style="list-style-type: none"> deconstructs two music elements and/or concepts thoroughly and accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question | 8 | <ul style="list-style-type: none"> deconstructs two music elements and/or concepts thoroughly and accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question | 8 |
| <ul style="list-style-type: none"> deconstructs one music element or concept thoroughly and accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question deconstructs one other music element or concept accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question | 7 | <ul style="list-style-type: none"> deconstructs one music element or concept thoroughly and accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question deconstructs one other music element or concept accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question | 7 |

| 1st stimulus | Mark | 2nd stimulus | Mark |
|---|------|---|------|
| <ul style="list-style-type: none"> deconstructs two music elements and/or concepts accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question | 6 | <ul style="list-style-type: none"> deconstructs two music elements and/or concepts accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question | 6 |
| <ul style="list-style-type: none"> deconstructs one music element or concept accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question deconstructs one other music element or concept revealing characteristics that communicate meaning in response to the chosen question | 5 | <ul style="list-style-type: none"> deconstructs one music element or concept accurately, revealing purposeful characteristics that communicate meaning in response to the chosen question deconstructs one other music element or concept revealing characteristics that communicate meaning in response to the chosen question | 5 |
| <ul style="list-style-type: none"> deconstructs two music elements and/or concepts revealing characteristics that communicate meaning in response to the chosen question | 4 | <ul style="list-style-type: none"> deconstructs two music elements and/or concepts revealing characteristics that communicate meaning in response to the chosen question | 4 |
| <ul style="list-style-type: none"> deconstructs one music element or concept revealing characteristics that communicate meaning in response to the chosen question makes statements about one other music element or concept that may reveal inaccuracies or misunderstandings of characteristics that communicate meaning in response to the chosen question | 3 | <ul style="list-style-type: none"> deconstructs one music element or concept revealing characteristics that communicate meaning in response to the chosen question makes statements about one other music element or concept that may reveal inaccuracies or misunderstandings of characteristics that communicate meaning in response to the chosen question | 3 |
| <ul style="list-style-type: none"> makes statements about two music elements and/or concepts that may reveal inaccuracies or misunderstandings of characteristics | 2 | <ul style="list-style-type: none"> makes statements about two music elements and/or concepts that may reveal inaccuracies or misunderstandings of characteristics | 2 |

| 1st stimulus | Mark | 2nd stimulus | Mark |
|--|------|--|------|
| <ul style="list-style-type: none"> • makes statements about one music element or concept that may reveal inaccuracies or misunderstandings of characteristics | 1 | <ul style="list-style-type: none"> • makes statements about one music element or concept that may reveal inaccuracies or misunderstandings of characteristics | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |
| <ul style="list-style-type: none"> • No response has been made. | N | <ul style="list-style-type: none"> • No response has been made. | N |

Criterion: Examine relationships (2 marks)

| 1st stimulus | Mark | 2nd stimulus | Mark |
|---|------|---|------|
| The response | | | |
| <ul style="list-style-type: none"> • establishes the interconnectivity between characteristics of music elements and/or concepts to communicate meaning in response to the chosen question | 1 | <ul style="list-style-type: none"> • establishes the interconnectivity between characteristics of music elements and/or concepts to communicate meaning in response to the chosen question | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |
| <ul style="list-style-type: none"> • No response has been made. | N | <ul style="list-style-type: none"> • No response has been made. | N |

Criterion: Evaluate (12 marks)

| 1st stimulus | Mark | 2nd stimulus | Mark |
|---|------|---|------|
| The response | | | |
| <ul style="list-style-type: none"> • makes a careful and deliberate judgment about the use of each of two music elements and/or concepts in relation to the communication of meaning in response to the chosen question | 6 | <ul style="list-style-type: none"> • makes a careful and deliberate judgment about the use of each of two music elements and/or concepts in relation to the communication of meaning in response to the chosen question | 6 |
| <ul style="list-style-type: none"> • makes a careful and deliberate judgment about the use of one music element or concept in relation to the communication of meaning in response to the chosen question • makes a judgment about the use of one other music element or concept in relation to the communication of meaning in response to the chosen question | 5 | <ul style="list-style-type: none"> • makes a careful and deliberate judgment about the use of one music element or concept in relation to the communication of meaning in response to the chosen question • makes a judgment about the use of one other music element or concept in relation to the communication of meaning in response to the chosen question | 5 |
| <ul style="list-style-type: none"> • makes a judgment about the use of each of two music elements and/or concepts in relation to the communication of meaning in response to the chosen question | 4 | <ul style="list-style-type: none"> • makes a judgment about the use of each of two music elements and/or concepts in relation to the communication of meaning in response to the chosen question | 4 |
| <ul style="list-style-type: none"> • makes a judgment about the use of one music element or concept in relation to the communication of meaning in response to the chosen question • provides an opinion about one other music element or concept | 3 | <ul style="list-style-type: none"> • makes a judgment about the use of one music element or concept in relation to the communication of meaning in response to the question • provides an opinion about one other music element or concept | 3 |
| <ul style="list-style-type: none"> • provides an opinion about each of two music elements and/or concepts | 2 | <ul style="list-style-type: none"> • provides an opinion about each of two music elements and/or concepts | 2 |
| <ul style="list-style-type: none"> • provides an opinion about one music element or concept | 1 | <ul style="list-style-type: none"> • provides an opinion about one music element or concept | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

| 1st stimulus | Mark | 2nd stimulus | Mark |
|--|------|--|------|
| <ul style="list-style-type: none"> No response has been made. | N | <ul style="list-style-type: none"> No response has been made. | N |

Criterion: Justify viewpoint (12 marks)

| 1st stimulus | Mark | 2nd stimulus | Mark |
|---|------|---|------|
| The response | | | |
| <ul style="list-style-type: none"> provides two purposeful examples for each of two music elements and/or concepts, referencing bar numbers or time code | 6 | <ul style="list-style-type: none"> provides two purposeful examples for each of two music elements and/or concepts, referencing bar numbers or time code | 6 |
| <ul style="list-style-type: none"> provides two purposeful examples for one music element or concept, referencing bar numbers or time code provides two examples for one other music element or concept, referencing bar numbers or time code | 5 | <ul style="list-style-type: none"> provides two purposeful examples for one music element or concept, referencing bar numbers or time code provides two examples for one other music element or concept, referencing bar numbers or time code | 5 |
| <ul style="list-style-type: none"> provides two examples for each of two music elements and/or concepts, referencing bar numbers or time code | 4 | <ul style="list-style-type: none"> provides two examples for each of two music elements and/or concepts, referencing bar numbers or time code | 4 |
| <ul style="list-style-type: none"> provides two examples for one music element or concept, referencing bar numbers or time code provides one example for one other music element or concept, referencing bar numbers or time code | 3 | <ul style="list-style-type: none"> provides two examples for one music element or concept, referencing bar numbers or time code provides one example for one other music element or concept, referencing bar numbers or time code | 3 |
| <ul style="list-style-type: none"> provides two examples for one music element or concept, referencing bar numbers or time code | 2 | <ul style="list-style-type: none"> provides two examples for one music element or concept, referencing bar numbers or time code | 2 |
| <ul style="list-style-type: none"> provides one example for one music element or concept, referencing bar numbers or time code | 1 | <ul style="list-style-type: none"> provides one example for one music element or concept, referencing bar numbers or time code | 1 |

| 1st stimulus | Mark | 2nd stimulus | Mark |
|--|------|--|------|
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |
| <ul style="list-style-type: none"> • No response has been made. | N | <ul style="list-style-type: none"> • No response has been made. | N |

Criterion: Express ideas (3 marks)

| Qualities of the response | Mark |
|--|------|
| The response | |
| <ul style="list-style-type: none"> • synthesises information to provide conclusions which are clear and logical | 3 |
| <ul style="list-style-type: none"> • synthesises information to show connection to the viewpoint | 2 |
| <ul style="list-style-type: none"> • organises information to show relation to the viewpoint | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |
| <ul style="list-style-type: none"> • No response has been made. | N |

Criterion: Applying written literacy skills (5 marks)

| Music terminology | Mark | Language conventions | Mark |
|--|------|--|------|
| The response | | The response | |
| <ul style="list-style-type: none"> • uses music terms including the title of the work and/or composers' names that are accurate and relevant in response to the chosen question | 2 | <ul style="list-style-type: none"> • communicates music ideas and meaning in a sustained, organised and cohesive sequencing of information • uses appropriate language conventions that do not impede clarity of communication | 3 |
| <ul style="list-style-type: none"> • uses music terminology allowing for some errors | 1 | <ul style="list-style-type: none"> • communicates music ideas and meaning using language conventions that may at times impede clarity of communication | 2 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 | <ul style="list-style-type: none"> • communicates music ideas | 1 |

| Music terminology | Mark | Language conventions | Mark |
|------------------------------|------|--|------|
| The response | | The response | |
| • No response has been made. | N | • does not satisfy any of the descriptors above. | 0 |
| | | • No response has been made. | N |