

Music Extension marking guide and response

External assessment 2021

Extended response (52 marks)

Assessment objectives

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

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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.

Marking guide

Criterion: Examining music elements or concepts

The response, for the first element or concept:	M	The response, for the second element or concept:	M	The response, for the third element or concept:	M
<ul style="list-style-type: none"> deconstructs the music element or concept with detail, specificity and accuracy 	6	<ul style="list-style-type: none"> deconstructs the music element or concept with detail, specificity and accuracy 	6	<ul style="list-style-type: none"> deconstructs the music element or concept with detail, specificity and accuracy 	6
<ul style="list-style-type: none"> deconstructs the music element or concept with detail and specificity, with one or more inaccuracies that do not affect the overall response 	5	<ul style="list-style-type: none"> deconstructs the music element or concept with detail and specificity, with one or more inaccuracies that do not affect the overall response 	5	<ul style="list-style-type: none"> deconstructs the music element or concept with detail and specificity, with one or more inaccuracies that do not affect the overall response 	5
<ul style="list-style-type: none"> deconstructs the music element or concept with some detail and specificity, with inaccuracies that do not affect the overall response 	4	<ul style="list-style-type: none"> deconstructs the music element or concept with some detail and specificity, with inaccuracies that do not affect the overall response 	4	<ul style="list-style-type: none"> deconstructs the music element or concept with some detail and specificity, with inaccuracies that do not affect the overall response 	4
<ul style="list-style-type: none"> deconstructs the music element or concept with inaccuracies that do not affect the overall response 	3	<ul style="list-style-type: none"> deconstructs the music element or concept with inaccuracies that do not affect the overall response 	3	<ul style="list-style-type: none"> deconstructs the music element or concept with inaccuracies that do not affect the overall response 	3
<ul style="list-style-type: none"> deconstructs the music element or concept with inaccuracies that affect the overall response 	2	<ul style="list-style-type: none"> deconstructs the music element or concept with inaccuracies that affect the overall response 	2	<ul style="list-style-type: none"> deconstructs the music element or concept with inaccuracies that affect the overall response 	2
<ul style="list-style-type: none"> identifies the music element or concept with misunderstanding of characteristics 	1	<ul style="list-style-type: none"> identifies the music element or concept with misunderstanding of characteristics 	1	<ul style="list-style-type: none"> identifies the music element or concept with misunderstanding 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"> does not satisfy any of the descriptors above. 	0

Criterion: Examining relationships

The response:	M
<ul style="list-style-type: none"> consistently identifies valid interrelationships between characteristics within each of the selected music elements or concepts for the purpose of finding meaning 	2
<ul style="list-style-type: none"> identifies interrelationships between characteristics within each of the selected music elements or concepts for the purpose of finding meaning 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Evaluating the use of music elements or concepts

The response, for the first element or concept:	M	The response, for the second element or concept:	M	The response, for the third element or concept:	M
<ul style="list-style-type: none"> consistently makes insightful judgments about the purpose of the music element or concept to communicate the meaning in relation to the chosen question 	4	<ul style="list-style-type: none"> consistently makes insightful judgments about the purpose of the music element or concept to communicate the meaning in relation to the chosen question 	4	<ul style="list-style-type: none"> consistently makes insightful judgments about the purpose of the music element or concept to communicate the meaning in relation to the chosen question 	4

The response, for the first element or concept:	M	The response, for the second element or concept:	M	The response, for the third element or concept:	M
<ul style="list-style-type: none"> · makes some insightful judgments about the purpose of the music element or concept to communicate the meaning in relation to the chosen question 	3	<ul style="list-style-type: none"> · makes some insightful judgments about the purpose of the music element or concept to communicate the meaning in relation to the chosen question 	3	<ul style="list-style-type: none"> · makes some insightful judgments about the purpose of the music element or concept to communicate the meaning in relation to the chosen question 	3
<ul style="list-style-type: none"> · makes reasonable judgments about the purpose of the music element or concept to communicate the meaning in relation to the chosen question 	2	<ul style="list-style-type: none"> · makes reasonable judgments about the purpose of the music element or concept to communicate the meaning in relation to the chosen question 	2	<ul style="list-style-type: none"> · makes reasonable judgments about the purpose of the music element or concept to communicate the meaning in relation to the chosen question 	2
<ul style="list-style-type: none"> · makes judgments about the purpose of the music element or concept that do not communicate the meaning in relation to the chosen question 	1	<ul style="list-style-type: none"> · makes judgments about the purpose of the music element or concept that do not communicate the meaning in relation to the chosen question 	1	<ul style="list-style-type: none"> · makes judgments about the purpose of the music element or concept that do not communicate the meaning in relation 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"> · does not satisfy any of the descriptors above. 	0

Criterion: Justifying the use of music elements or concepts

The response, for the first element or concept:	M	The response, for the second element or concept:	M	The response, for the third element or concept:	M
<ul style="list-style-type: none"> · consistently uses credible examples that support the judgments · uses bar numbers or time code to reference examples 	4	<ul style="list-style-type: none"> · consistently uses credible examples that support the judgments · uses bar numbers or time code to reference examples 	4	<ul style="list-style-type: none"> · consistently uses credible examples that support the judgments · uses bar numbers or time code to reference examples 	4
<ul style="list-style-type: none"> · uses some credible examples that support the judgments · uses bar numbers or time code to reference examples 	3	<ul style="list-style-type: none"> · uses some credible examples that support the judgments · uses bar numbers or time code to reference examples 	3	<ul style="list-style-type: none"> · uses some credible examples that support the judgments · uses bar numbers or time code to reference examples 	3

<ul style="list-style-type: none"> · uses relevant examples that support the judgments · uses bar numbers or time code to reference examples 	2	<ul style="list-style-type: none"> · uses relevant examples that support the judgments · uses bar numbers or time code to reference examples 	2	<ul style="list-style-type: none"> · uses relevant examples that support the judgments · uses bar numbers or time code to reference examples 	2
<ul style="list-style-type: none"> · identifies examples · uses bar numbers or time code to reference examples 	1	<ul style="list-style-type: none"> · identifies examples · uses bar numbers or time code to reference examples 	1	<ul style="list-style-type: none"> · identifies examples · uses bar numbers or time code to reference examples 	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"> · does not satisfy any of the descriptors above. 	0

Criterion: Expressing ideas

The response:	M
· synthesises information to provide conclusions that are clear and logical	3
· synthesises information to show connection to the viewpoint	2
· organises information to show relation to the viewpoint	1
· does not satisfy any of the descriptors above.	0

Criterion: Applying written literacy skills

The response:	M	The response:	M
· uses music terms that are accurate and relevant	2	· communicates music ideas and meaning in a sustained, organised and cohesive sequencing of information · uses language conventions consistently and with clarity	3
· uses music terminology with one or more errors	1	· communicates ideas and meaning in a logical and structured manner · uses language conventions appropriately and with clarity	2
· does not satisfy any of the descriptors above.	0	· communicates music ideas and meaning · uses language conventions with some loss of clarity	1
		· does not satisfy any of the descriptors above.	0



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