Music Extension marking guide and response

External assessment 2023

Extended response (49 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.

Note: Objectives 5, 6 and 7 are not assessed in this instrument.

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 and concepts

The response, for the first key moment:	M	The response, for the second key moment:	M	The response, for the third key moment:	M
• deconstructs music elements and concepts with detail, specificity and accuracy	7	• deconstructs music elements and concepts with detail, specificity and accuracy	7	• deconstructs music elements and concepts with detail, specificity and accuracy	7
• deconstructs music elements and concepts with detail and specificity, with one or more inaccuracies that do not affect the overall response	6	• deconstructs music elements and concepts with detail and specificity, with one or more inaccuracies that do not affect the overall response	6	• deconstructs music elements and concepts with detail and specificity, with one or more inaccuracies that do not affect the overall response	6
• deconstructs music elements and concepts with accuracy, and some detail and specificity	5	• deconstructs music elements and concepts with accuracy, and some detail and specificity	5	• deconstructs music elements and concepts with accuracy, and some detail and specificity	5
• deconstructs music elements and concepts with some detail and specificity, with inaccuracies that do not affect the overall response	4	• deconstructs music elements and concepts with some detail and specificity, with inaccuracies that do not affect the overall response	4	• deconstructs music elements and concepts with some detail and specificity, with inaccuracies that do not affect the overall response	4
• deconstructs music elements and concepts superficially, leaving many aspects overlooked	3	• deconstructs music elements and concepts superficially, leaving many aspects overlooked	3	• deconstructs music elements and concepts superficially, leaving many aspects overlooked	3
• deconstructs music elements and concepts superficially, leaving many aspects overlooked, and with inaccuracies that affect the overall response	2	• deconstructs music elements and concepts superficially, leaving many aspects overlooked, and with inaccuracies that affect the overall response	2	• deconstructs music elements and concepts superficially, leaving many aspects overlooked, and with inaccuracies that affect the overall response	2

The response, for the first key moment:	M	The response, for the second key moment:	M	The response, for the third key moment:	M
• identifies music elements and concepts with misunderstanding of characteristics	1	• identifies music elements and concepts with misunderstanding of characteristics	1	• identifies music elements and concepts with misunderstanding of characteristics	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Examining relationships

The response, for the first key moment:	M	The response, for the second key moment:	M	The response, for the third key moment:	M
• consistently identifies valid interconnections between characteristics within music elements and concepts for the purpose of finding meaning	2	• consistently identifies valid interconnections between characteristics within music elements and concepts for the purpose of finding meaning	2	• consistently identifies valid interconnections between characteristics within music elements and concepts for the purpose of finding meaning	2
• identifies interconnections between characteristics within the elements and concepts for the purpose of finding meaning	1	• identifies interconnections between characteristics within the elements and concepts for the purpose of finding meaning	1	• identifies interconnections between characteristics within music elements and concepts for the purpose of finding meaning	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Evaluating the use of music elements and concepts

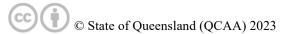| The response, for the first key moment:	M	The response, for the second key moment:	M	The response, for the third key moment:	M
• consistently makes insightful judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question	4	• consistently makes insightful judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question	4	• consistently makes insightful judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question	4
• makes some insightful judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question	3	• makes some insightful judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question	3	• makes some insightful judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question	3
• makes reasonable judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question	2	• makes reasonable judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question	2	• makes reasonable judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question	2
• makes judgments about the purpose of music elements and concepts that do not communicate meaning in relation to the chosen question	1	• makes judgments about the purpose of music elements and concepts that do not communicate meaning in relation to the chosen question	1	• makes judgments about the purpose of music elements and concepts that do not communicate meaning in relation to the chosen question	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion: Justifying the use of music elements and concepts

The response:	M
• consistently uses credible examples that support judgments • uses bar numbers or time code to reference examples	4
• uses some credible examples that support judgments • uses bar numbers or time code to reference examples	3
• uses relevant examples that support judgments • uses bar numbers or time code to reference examples	2
• identifies examples • uses bar numbers or time code to reference examples	1
• 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
• communicates music ideas and meaning in a sustained, organised and cohesive sequencing of information • uses language conventions consistently and with clarity	3
• communicates ideas and meaning in a logical and structured manner • uses language conventions appropriately and with clarity	2
• communicates music ideas and meaning • uses language conventions with some loss of clarity	1
• does not satisfy any of the descriptors above.	0