



Assessment and Reporting in Music 1 Stage 6

Effective from	2010 (Preliminary and HSC courses)
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This document contains the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses in Music 1 for the Higher School Certificate, and provides details of the HSC examination in this course. From time to time changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the Board of Studies website is always the current version.

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Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Music 1 Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in Music 1 comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an

examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

Internal assessment

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in Music 1. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal

assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's [ACE Manual](#) for further information.

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Performance	25
Composition	25
Musicology	25
Aural	25
	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Performance Core	10
Composition Core	10
Musicology Core	10
Aural Core	25
Elective 1	15
Elective 2	15
Elective 3	15
	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Music 1 HSC examination specifications

The examination will consist of a written aural skills paper worth 30 marks, a core performance practical examination worth 20 marks and three elective examinations worth 60 marks. The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Written Paper – Aural Skills (30 marks)

Time allowed: Approximately 1 hour plus 5 minutes reading time.

- The paper will consist of four short-answer questions.
- Questions may contain parts.
- Questions will relate to musical excerpts reflecting the range of topics offered for study.

Practical Examination – Core Performance (20 marks)

Candidates will perform one piece on an instrument or voice.
Maximum performance time will be 5 minutes.

Electives (60 marks)

Candidates may choose any combination of electives to the value of 60 marks.

Performance (20 marks)

Candidates will perform one piece on an instrument or voice for each Performance elective.
Maximum performance time will be 5 minutes.

Composition (20 marks)

Candidates will compose and submit one original composition for each Composition elective.
Maximum composition length will be 4 minutes.

Musicology (20 marks)

Candidates will prepare and present one viva voce for each Musicology elective.
Length of viva voce will be 10 minutes.

See Requirements for the practical examination and electives, below.

Summary of external and internal HSC assessment

External examination	Mark	Internal assessment	Weighting
Written examination – Aural Skills Four short-answer questions	30	Performance Core	10
		Composition Core	10
Practical examination – Core Performance	20*	Musicology Core	10
		Aural Core	25
Electives	60*	Elective 1	15
		Elective 2	15
		Elective 3	15
	100		100

*The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Resources and advice

Further guidance and advice related to assessment and the HSC examination in Music 1 can be found on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc.

Requirements for the practical examination and electives

Students will study at least THREE topics from the list provided on page 11 of the [Music 1 Stage 6 syllabus](#). The topics must be either THREE topics which are different from those studied in the Preliminary course, or TWO topics which are different from those studied in the Preliminary course and ONE topic from the Preliminary course which shows greater depth of understanding, explores new repertoire and includes a comparative study.

Students will also choose THREE electives made up of any combination of performance, composition or musicology. These three electives must reflect the three topics studied in the HSC course.

While more than three topics may be studied during the HSC course, only three topics are to be presented for the HSC examination. Candidates must provide brief details on a 'Certification of Course Topics Studied' sheet of the Performance, Composition, Musicology and Aural activities undertaken in each of the three topics presented for examination in the HSC course.

The 'Certification of Course Topics Studied' sheet, which is supplied by the Board of Studies, is completed by the student and handed to the examiners at the commencement of the practical examination.

Performance and Musicology electives will be examined at the same time as the core practical examination. Composition electives will be examined in the form of submitted works.

Development of the practical task(s) and/or submitted work(s) may commence from the beginning of the HSC course.

Schools must have procedures in place that will allow effective supervision of the development of students' submitted work. This is particularly the case where work is done away from school. Schools must be confident that effective supervision and sufficient documentation of this work is possible before giving consent for students to begin work on their practical work.

Teachers must certify that the submitted work has been completed under their supervision, and that the rules and procedures described here and in the Board's [*ACE Manual*](#) have been followed.

Principals must be able to endorse the teacher's declaration that the submitted work:

- has been done under the teacher's supervision
- is the student's own work consistent with earlier drafts and other examples of the student's work
- was completed by the due date.

Performance – Core and Elective

Performance – Core

Maximum performance time: 5 minutes.

All candidates will perform ONE piece on an instrument of their choice or voice. The piece may be a solo or an ensemble item.

In the case of an ensemble item, the part performed by the candidate in the ensemble must be clearly displayed.

The piece must represent ONE of the THREE topics studied in the HSC course as nominated on the 'Certification of Course Topics Studied' sheet.

Performance – Elective

Maximum performance time: 5 minutes.

Candidates will perform ONE piece for each Performance elective. The piece must represent ONE of the THREE topics studied in the HSC course, as nominated on the 'Certification of Course Topics Studied' sheet. If more than one Performance elective is presented, each performance must represent a different topic from THREE topics studied in the HSC course as nominated on the 'Certification of Course Topics Studied' sheet.

The performance may be a solo or an ensemble item. In the case of an ensemble item, the part performed by the candidate in the ensemble must be clearly displayed.

Performance – General

Students will be assessed on the musical effectiveness of their performance during the examination. Students should be able to demonstrate in performance an understanding of the stylistic features of music representing the topics studied.

A performance must be accompanied unless a work was composed to be performed unaccompanied. Accompaniments may be live or pre-recorded. In the case of pre-recorded accompaniments, the part of the candidate must be clearly displayed and must not be included on the recording.

Electronic instruments may be used as solo instruments or as an accompaniment or as part of an ensemble.

The legitimate use of technology such as synthesisers, MIDI-controlled instruments (sequencers, drum machines, electronic percussion and samplers) and recorded accompaniment (digital audio tapes and audio tapes) must be appropriate to the performance.

The use of technology should not delay the examination process. Sound and balance checks should be carried out before the examination begins. Candidates' programs should be scheduled to allow students to use the same technology without delaying the examination process.

No-one other than the performers and examiners is permitted in the examination venue. Ensemble members, accompanists and page turners are permitted for the duration of the piece in which they are involved.

A form will be supplied by the Board of Studies on which all students will list the title of the piece, the composer, the course topic represented, performance times of the items and the order of performance. This form will be handed to the examiners at the commencement of the practical examination.

Teachers are reminded to contact the Office of the Board of Studies to seek advice and permission if their students wish to use unusual or less conventional musical instruments or sound sources in the examinations. It is not necessary to seek permission to use standard orchestral or band instruments, voice or instruments specific to a particular world culture.

Students must adhere to time limits.

The core performance and any elective performances will be examined in the same examination session.

Performance examination criteria

Candidates will be assessed on their musical effectiveness through:

- demonstration of technical skills
- stylistic interpretation of the chosen repertoire
- sense of musical expression and sensitivity to the chosen repertoire
- demonstration of solo and/or ensemble techniques.

Composition – Elective

Maximum composition length: 4 minutes.

Candidates will submit to the Board of Studies ONE original composition for each Composition elective.

The Composition must represent ONE of the THREE topics studied in the HSC course, as nominated on the ‘Certification of Course Topics Studied’ sheet.

If more than one Composition elective is presented, each Composition must represent a different topic from within the THREE topics studied in the HSC course, as nominated on the ‘Certification of Course Topics Studied’ sheet.

TWO copies of the written score and recording must be made. ONE copy of the written score and recording is to be submitted to the Board of Studies and the second copy and Composition Portfolio should be retained at the school. This copy should be available if necessary during the HSC examination marking operation.

A Composition Portfolio is to be developed as a record of the compositional process. This Portfolio may be requested by the Board of Studies to validate authorship of the composition. See the [Music Stage 6 Support Document](#) for more details regarding the Composition portfolio.

For the purpose of the Higher School Certificate examination, the term ‘Composition’ applies to original works. The composition should be of a musically substantial nature and should reflect an understanding of the stylistic features of the topic that it represents.

The marking of submitted compositions is based on both the written score and the recording. The recording is used as a guide to the intentions of the composer, and therefore the technical quality will not be taken into consideration. All details necessary to realise the score must be included on the submitted manuscript. Traditional and non-traditional notation is acceptable. If non-traditional notation is used, a key should accompany the score. Scores may be printed by computer. Page and bar numbers are to be included on each work and instruments/voices should be labelled on each page opening.

A statement of authenticity will be required, signed by the student, teacher and principal to validate the authenticity of the composition. This statement is to be included with the submitted composition.

Compositions must adhere to time limits.

Composition examination criteria

Candidates will be assessed on how well they demonstrate:

- stylistic understanding and topic representation
- understanding of musical concepts and the relationships between them
- knowledge of score conventions and performance directions.

Musicology – Elective

Length of viva voce: 10 minutes.

Candidates will prepare and present ONE viva voce for each Musicology elective.

The viva voce must represent ONE of the THREE topics studied in the HSC course, as nominated in the ‘Certification of Course Topics Studied’ sheet.

Candidates may specialise within a topic. Candidates must demonstrate their understanding of musical concepts and stylistic features of music studied. By referring to relevant musical examples which they may bring into the examination – these may include the use of cued tapes, compact discs or other digital media, scores and an instrument/voice to demonstrate relevant musical points.

If more than one Musicology elective is presented, each viva voce must represent a different topic from within the THREE topics studied in the HSC course, as nominated on the ‘Certification of Course Topics Studied’ sheet.

The Musicology viva voce is a two-way discussion between examiner and student in which the student must demonstrate an understanding of the concepts of music in the topics studied. The viva voce must have a musical focus based on extensive listening. Students may focus on a specific area of the topic studied, which they will outline for the examiners on the ‘Viva Voce Outline Summary Sheet’.

Candidates will present to examiners one copy of the ‘Viva Voce Outline Summary Sheet’ outlining the area of study for examination. The candidate may keep a copy of the same Outline Summary Sheet for their own use in the examination.

No cue cards or prepared notes are to be brought into the examination, apart from the ‘Viva Voce Outline Summary Sheet’ supplied by the Board of Studies. The viva voce will be based on the Outline Summary Sheet and will focus on students’ understanding of musical concepts within the music and topic studied.

Musicology examination criteria

Candidates will be assessed on how well they demonstrate:

- a musicological focus
- an understanding of the chosen topic
- an understanding of musical concepts and the relationship between them
- relevant musical examples that support the discussion.