



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Creative and Performing Arts Course: Music Year: 11

Assessment Task #3 – Part B: Aural Examination

Assessment Weighting: 25% Due: Term 3, Week 9/10 (Refer to the Examination timetable)

Task Type: Hand in Task In Class Task Practical Task Examination

Outcomes assessed (NESA)
P4, P6
Task Description/Overview
Aural Examination
Detailed Assessment Task Description
<p>You will write four extended responses analysing musical sources. The audience of your text is the examiner. The purpose of your writing is to demonstrate your ability to discriminate between the concepts of music and make judgements about their use in a wide range of musical styles, periods and genres. You will need to use the appropriate musical terminology in your answers and link them to the concept being examined to support your observations of the source.</p> <p>Your response will take the format of a descriptive report, which means you are describing the musical features of the piece through the lens of the concepts of music. The key writing elements of this include:</p> <ol style="list-style-type: none">1) Complex noun groups: using adjectives with nouns to provide more precise (accurate) information (e.g. The clean electric guitar being played with a pick).2) Passive voice: making the target of an action or description the focus (e.g. The grand piano plays an appregio in the key of C Major).

Test/Examination Structure	
Section Description	Marks Available
Question 1	6
Question 2	8
Question 3	8
Question 4	8
Total Marks for this task	30

Test/Examination Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> - Exceptional Understanding of the focus concept in the excerpt and outstanding use of appropriate metalanguage, terminology and/or description in the discussion of the musical events within the excerpt. Outstanding use of complex noun groups to precisely describe musical material. - Outstanding link between the appropriate and related musical concepts in their answer to support observations - Evidence of focused listening and a significant number of well supported observations in a suitably structured response in text - Variety of formats - e.g. diagrams/notation, to aid explanation - Consistently employs a passive voice throughout responses 	<p>Q1: [6]</p> <p>Q2, 3, 4: [8]</p>
High (H)	<ul style="list-style-type: none"> - Understanding of the focus concept in the excerpt and uses appropriate metalanguage, terminology and/or description in the discussion of the musical events within the excerpt. Effective use of complex noun groups to describe musical material. - Reference to the appropriate and related musical concepts in their answer to support observations - Evidence of focused listening and a number of well supported observations in a suitably structured response in text - Variety of formats - e.g. diagrams/notation, to aid explanation - Employs a passive voice throughout most responses 	<p>Q1: [4-5]</p> <p>Q2, 3, 4: [6-7]</p>
Sound (S)	<ul style="list-style-type: none"> - Understanding of the focus concept in the excerpt and uses some appropriate terminology and/or description in the discussion of the musical events within the excerpt. Inconsistent use of complex noun groups to describe musical material. - Inconsistent reference to the musical concepts in their answer to support observations - Evidence of listening and supported observations in a response with some structure in text - Includes diagrams/notation, to aid explanation - Employs a passive voice throughout parts of responses 	<p>Q1: [3]</p> <p>Q2, 3, 4: [4-5]</p>
Basic (B)	<ul style="list-style-type: none"> - Understanding of the focus concept in the excerpt and incorrectly uses terminology and/or description in the discussion of the musical events within the excerpt. Attempts to use of complex noun groups to describe musical material. - Little or no reference to musical concepts in their answer to support observations - Fundamental aural perception in written response with little to no structure - May include diagram/s, notation, although, not always relevant - Attempts to employ a passive voice in responses however lacks consistency and precision. 	<p>Q1: [2]</p> <p>Q2, 3, 4: [2-3]</p>
Limited (L)	<ul style="list-style-type: none"> - Little or no understanding of the focus concept in the excerpt. Little to no use of complex noun groups to describe musical material. - Limited aural perception in written response with little to no structure in text - irrelevant or no diagrams/notation, to aid explanation - No evidence of passive voice being employed 	<p>Q1 - 4: [1]</p>

- If a student is absent from an assessment task without a valid reason they will receive a mark of zero and an 'N' determination. If there is a valid reason for absence, documentation explaining the absence must be provided to the Deputy Principal of the course on the first day of returning to school.
- This task is scheduled during the exam period and individual times for assessments will be given before the day. If there is a problem, students need to see their teacher **BEFORE** the date it is due.
- Arrive at your exam 10 minutes before your allocated time.

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes