Assessment and Reporting in Music 1 Stage 6

This document contains the NSW Education Standards Authority requirements for assessing and reporting achievement in the Year 11 and Year 12 courses 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 these materials. Please note that the version on the NSW Education Standards Authority website is always the current version.
Introduction to Assessment in Stage 6 ................................................................. 4
Assessment for, Assessment as, Assessment of Learning ................................ 4

School-based Assessment in Stage 6 .................................................................. 5
Informal assessment ............................................................................................... 5
Formal assessment ................................................................................................. 5
Year 11 Music 1 School-based Assessment Requirements .................................. 6
Year 12 Music 1 School-based Assessment Requirements .................................. 7

HSC Examination Specifications ......................................................................... 9
Music 1 HSC Examination Specifications ............................................................ 9
Requirements for the practical examination and electives .............................. 10

Adjustments to Assessment for Students with Special Education Needs .......... 15

Music 1 Life Skills ............................................................................................... 16

Reporting in Stage 6 ............................................................................................ 17
Year 11 .................................................................................................................. 17
Year 12 .................................................................................................................. 17
**Introduction to Assessment in Stage 6**

The NSW Education Standards Authority (NESA) promotes a standards-referenced approach to assessing and reporting student achievement.

Assessment is the process of gathering valid and useful information and making judgements about student achievement for a variety of purposes.

In Stage 6, those purposes include:
- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of student achievement and course completion in Year 11 and Year 12 courses
- providing data for the end of school credential, the Record of School Achievement (RoSA) or Higher School Certificate (HSC).

Schools are required to develop an assessment program for each Year 11 and Year 12 course. NESA provides information about the responsibilities of schools in developing assessment programs in course-specific assessment and reporting requirements and in Assessment Certification Examination (ACE).

**Assessment for, Assessment as, Assessment of Learning**

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment is most effective when students:
- are involved in setting learning goals
- know and understand assessment criteria
- are able to monitor their own learning and reflect on their progress
- receive feedback that helps them understand how to improve their learning.
School-based Assessment in Stage 6

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provides opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

Informal assessment

Teachers use informal assessment opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment.

These activities provide evidence for teachers and inform feedback to students in relation to improving their learning. Informal assessment may include a range of strategies such as questioning, class discussion, observations and student self-evaluation.

Formal assessment

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together.

Tests of limited scope (ie include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time, and is often used for grading or ranking purposes. The components and weightings and the prescribed nature of some tasks ensure a common focus for school-based assessment in a course across schools, while also allowing for flexibility in the design of some tasks at the school level.

Further guidance and advice can be found on the NESA website.
Year 11 Music 1 School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting %</th>
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<tbody>
<tr>
<td>Performance</td>
<td>25</td>
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<tr>
<td>Composition</td>
<td>25</td>
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<tr>
<td>Musicology</td>
<td>25</td>
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<tr>
<td>Aural</td>
<td>25</td>
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<tr>
<td></td>
<td><strong>100</strong></td>
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</tbody>
</table>

The Year 11 formal school-based assessment program is to reflect the following requirements:
- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.
Year 12 Music 1 School-based Assessment Requirements

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student’s achievement 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. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>10</td>
</tr>
<tr>
<td>Composition</td>
<td>10</td>
</tr>
<tr>
<td>Musicology</td>
<td>10</td>
</tr>
<tr>
<td>Aural</td>
<td>25</td>
</tr>
<tr>
<td>Electives</td>
<td>45</td>
</tr>
</tbody>
</table>

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

Information about the formal written examination task in Music 1

This task may assess a broad range of course content and outcomes. Schools may choose to replicate the timing and structure of the HSC examination.

If a school includes the development of the externally assessed core performance and electives in conjunction with the written paper, the combined weighting of the tasks must not exceed 30%.
Information about school-based assessment of externally-marked tasks in Music 1

A composition portfolio is to be developed as a record of the compositional process for Core and Elective Composition and may be taken into account as part of school-based assessment. Schools will use the composition portfolio as evidence of student progress and authorship of student work as it develops over time. The composition portfolio is not part of the external examination mark. For additional information please refer to pg 13 Assessment and Reporting in Music 1 Stage 6, 2017.

Schools are reminded that when assessing the development of core and elective performance, composition and musicology works, appropriate school-based marking guidelines should be developed. Use of the external HSC marking guidelines is not appropriate.
HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

The external examination and its marking relate to the syllabus by:
- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the performance band descriptions
- 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.

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.
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 NESA, 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 ACE website 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 NESA 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 NESA 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 NESA 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 NESA 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. Scores and manuscripts must be submitted to NESA via Schools Online. For instructions on creating PDFs with embedded sound files schools should refer to the Memos and Documents section of Schools Online.

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 NESA. 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 musicology focus
- an understanding of the chosen topic
- an understanding of musical concepts and the relationship between them
- relevant musical examples that support the discussion.
Adjustments to Assessment for Students with Special Education Needs

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:
- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. Decisions regarding adjustments should be made in the context of collaborative curriculum planning. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESA.

Providing adjustment does not restrict a student’s access to the full range of grades or marks.

Examples of adjustments to assessment for students with special education needs can be found in course support materials. Additional advice is available on the NESA website.
Music 1 Life Skills

Students undertaking the Music 1 Life Skills course will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Music 1 Life Skills outcomes independently; with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Additional information about Life Skills eligibility, programming, planning and assessment is available on the NESA website.
Reporting in Stage 6

Year 11

Schools are responsible for awarding a grade for each student who completes a Year 11 course (except Life Skills and VET courses) to represent their achievement. These grades are determined by the student’s performance in relation to the Common Grade Scale for Preliminary Courses. Teachers make professional, on-balance judgements about which grade description best matches the standards their students have demonstrated by the end of the course.

Teachers are required to ensure that the grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. To ensure judgements are consistent with statewide standards, teachers compare their student work with work samples on the NESA website that are aligned to the A to E common grade scale. The grade awarded is reported on the student’s Record of Student Achievement (RoSA), a cumulative credential that allows students to accumulate their academic results until they leave school.

Year 12

The use of both school-based assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the Year 12 course. Taken together, they provide a valid and reliable assessment of students’ demonstration of the knowledge, understanding and skills described for each course.

Students who leave school prior to the Higher School Certificate examinations will receive a RoSA. It records grades for their completed Stage 5 and Year 11 courses and any participation in Stage 6 courses that were not completed.

The HSC credentials received by students report both the school-based assessment and external examination measures of achievement.

Typically, HSC results comprise:

- a moderated assessment mark derived from the mark submitted by the school and produced in accordance with NESA requirements for school-based assessment
- an examination mark derived from the HSC external examination
- an HSC mark, which is the average of the moderated assessment mark and the examination mark
- a performance band, determined by the HSC mark.

For the HSC, student performance in a Year 12 course is reported against standards on a course report.

The course report contains:

- a level of achievement for the performance band descriptors
- an HSC mark located on the performance scale
- a school-based assessment mark
- an examination mark.

The course report also shows graphically the state-wide 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.