

633/2
Original: 1995
Revised: 1997
Updated 2004



Curriculum
Council

MUSIC IN SOCIETY

(Year 12 E633)

Common Assessment Tasks

Guidelines for the Common Assessment Tasks

Four Common Assessment Tasks are contained in this package. Each task is listed using specific headings that provide information outlining the requirements of the task and various methods that may be used to assist teachers in presenting each task to ensure its relevance to Music in Society. The teacher determines the specific content of each task. Whilst parameters are set as to the context of each task, the content of the task will be dependent upon the mode of delivery by the teacher.

The headings for each task are as follows:

- 1. Outcomes**
- 2. Task**
- 3. Task Description**
- 4. Task Parameters**
- 5. Authentication**

1. Outcomes

The subject outcomes are listed for each task. The teacher determines the specific outcomes to be assessed in each task section. A particular outcome or outcomes may be assessed in only one section of the task (Appreciation), or an outcome or outcomes may be assessed in all three sections (Appreciation, Creativity and Performance).

Each outcome MUST be assessed AT LEAST ONCE in each task, however the achievement level of the outcome is recorded ONCE only

Note: Teachers make a holistic on-balance judgement as to the level the student has demonstrated the outcome based on the Performance Criteria. The evidence provided by the student and/or gathered by the teacher throughout the completion of the task helps support and substantiate this decision.

2. Task

This section specifies the task to be completed.

3. Task Description

The Task Description outlines what requirements are necessary for the student to complete the task. In most cases, it provides guidelines for the teacher to ensure the major focus of the task has been understood.

4. Task Parameters

This section outlines the specific requirements of the task. Whilst not specifying the content of each task, the Task Parameters determine the specific context in which the task is to be carried out. The parameters set ensure the student is provided with the opportunity to meet the outcomes of the task.

5. Authentication

This section relates to the requirements of the student and the teacher in ensuring the task has been completed by the student. It is important that in assessing the student, the teacher is able to authenticate all work completed by the student.

TASK OPTIONS IN THE APPRECIATION SECTION

There are options listed in the Appreciation section for Task 1 and 3. The Appreciation section for Task 2 is specified to ensure all outcomes are addressed. This is due to the Task 2 requirements outlined in the Creativity and Performance sections. Flexibility exists for the teacher to select each option based on the appropriateness of the task in the unit of study.

PERFORMANCE CRITERIA

Each outcome has a statement called a Performance Criteria that relates to what the student has demonstrated as they work through the task requirements. This statement refers to specific aspects of the outcome and reflects particular qualities that have been demonstrated by the student. When making a decision as to the level the student has demonstrated an outcome, the teacher can determine the difference between a V, H and S by synthesising the information provided in each of the level descriptors.

Outcome 1: Generates and communicates ideas through creating, presenting and responding to music.

Satisfactory	High	Very high
The student responds through verbal and non-verbal communication skills in creating, presenting and appreciating music to reflect musical ideas.	The student responds through a range of verbal and non-verbal communication skills in creating, presenting and appreciating music to reflect musical ideas.	The student responds through a wide range of verbal and non-verbal communication skills in creating, presenting and appreciating music to reflect musical ideas.

Outcome 2: Demonstrates planning and organisational skills in creating, presenting and responding to music.

Satisfactory	High	Very high
The student, with assistance, is able to follow a self-generated set of guidelines for the collection and organisation of information, materials and time, and demonstrates the use of these to complete the required task.	The student, with minimal assistance, is able to follow a self-generated set of guidelines for the collection and organisation of information, and demonstrates the planning and necessary adjustment of time and resources to complete the required task.	The student is able to independently follow a self-generated set of guidelines for the collection and organisation of information, and demonstrates the planning and necessary adjustment of time and resources to effectively complete the required task.

Outcome 3: Applies and responds to elements of music language.

Satisfactory	High	Very high
The student applies elements of music language and interprets its use in creating, presenting and responding to music.	The student applies with control, appropriate elements of music language and interprets its use in creating, presenting and responding to music.	The student applies with sensitivity and control, appropriate elements of music language and interprets its use in creating, presenting and responding to music.

Outcome 4: Creates and presents original music as a result of collecting, analysing and organising information.

Satisfactory	High	Very high
The student, with assistance, uses relevant and appropriate information to create and present original music.	The student, with minimal assistance, creates and presents structured original music, interpreting effectively the range of information used.	The student independently creates and presents structured and logical original music, interpreting effectively the wide range of information used.

Outcome 5: Selects appropriate and available technology/equipment in making music.

Satisfactory	High	Very high
The student selects appropriate and available technology/equipment and uses it safely to achieve a desired outcome.	The student selects a range of appropriate and available technology/equipment and applies it effectively and safely to a range of tasks to achieve a desired outcome.	The student selects a wide range of available technology/equipment and applies it safely, extensively and effectively to a range of tasks to achieve a desired outcome.

Outcome 6: Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.

Satisfactory	High	Very high
The student, with assistance, selects and evaluates the appropriate elements of music language to, present musical thoughts and ideas.	The student, with minimal assistance, is able to select and evaluate appropriate elements of music language to shape and present relevant musical thoughts and ideas.	The student is able to independently select and evaluate the appropriate elements of music language to shape and present well-developed musical thoughts and ideas.

Outcome 7: Works with others to create and present music.

Satisfactory	High	Very high
The student works with others to achieve agreed outcomes in creating and presenting music.	The student identifies own role in working with others and responds to role to achieve agreed outcomes.	The student identifies own role in working with others and independently and effectively responds to role to achieve agreed outcomes.

Outcome 8: Evaluates and responds critically to the process and product of own music and the music of others.

Satisfactory	High	Very high
The student appraises and interprets own music and that of others, and responds to the qualities and characteristics of the music.	The student appraises and interprets own music and that of others, and critically articulates detailed responses, reflecting on qualities and characteristics of the music.	The student appraises and interprets own music and that of others, and critically articulates detailed and persuasive responses, reflecting on qualities and characteristics of the music.

Task __:

SECTION ONE *OPTION ONE* *APPRECIATION*

Curriculum Council requirements for this section of the task are outlined below. In order that the student meets the requirements of the outcomes of this task, evidence must be provided which reflects the requirements of the task.

Options are provided in the Appreciation section for Tasks 1 and 3. The teacher/student is required to select an appropriate option for these particular tasks. The selection will be dependent on the context in which the selected unit of study is being delivered. There is no choice in the Appreciation section of Task 2 therefore the task described must be completed. No option can be chosen more than once. Each option and the parameters set are outlined in each task.

1. Specific Outcomes

The teacher must specify the outcomes that are to be assessed for this section of the task.

- Outcome 1.** Generates and communicates ideas through creating, presenting and responding to music.
- Outcome 2:** Demonstrates planning and organisational skills in creating, presenting and responding to music.
- Outcome 3.** Applies and responds to elements of music language.
- Outcome 4.** Creates and presents original music as a result of collecting, analysing and organising information.
- Outcome 5.** Selects appropriate and available technology/equipment in making music.
- Outcome 6.** Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
- Outcome 7.** Works with others to create and present music.
- Outcome 8.** Evaluates and responds critically to the process and product of own music and the music of others.

2. Task

The student identifies elements of music language.

3. Task Description

The task requires the student to identify elements of music language evident in music appropriate to the selected unit of study. The material presented to the student may refer to previously heard/unheard or seen/unseen works.

The set of materials presented should contain reference to the following: The set of materials presented should contain reference to the following:

- rhythm, with particular attention to note grouping, tempo and rhythmic devices as appropriate to the unit of study
- melody, with particular attention to pitch differences, scales and modes as appropriate to the unit of study
- texture and harmony, with particular attention, where relevant, to different textures in music and harmonic devices used as appropriate to the unit of study
- form, with particular attention to simple sectional and extended structures as appropriate to the unit of study
- style and expression, with particular attention to dynamics, articulation, phrasing, timbre and tone colour as appropriate to the unit of study.

4. *Task Parameters*

This is designed to develop the student's understanding and appreciation of the use, application and response to music language that forms an important part of work covered in the unit of study. The elements of music language, which are integrated throughout each unit of study, reflect an integral part of the teaching/learning process.

- This is to be completed at the end of a series of activities that have provided the opportunity for the student to develop skills in generating and communicating ideas appropriate to the identification of elements of music
- The teacher is to familiarise the student with all elements of music language
- The student should have a clear understanding of the elements of music language appropriate to the unit of study and apply and respond to such language in an appropriate context
- The student should be able to make and respond to appropriate decisions relating to the identification of elements of music language through the use of problem solving skills
- The student should be given the opportunity to develop critical response skills so as they can demonstrate their understanding of how to respond to their own music and the music of others.
- The student is required to evaluate and respond to the music of others through identifying elements of music used.

5. *Authentication*

- The teacher is to monitor the development of the work being carried out by the student through recording progress (gathering evidence) and sighting draft materials and documentation.
- The student must retain materials showing development of the task being carried out.
- The student must provide evidence to show they have met the specified task outcomes.
- The material presented will only be assessed if the teacher can attest that the work is the student's own.

Task __:

SECTION ONE *OPTION TWO* *APPRECIATION*

Curriculum Council requirements for this section of the task are outlined below. In order that the student meets the requirements of the outcomes of this task, evidence must be provided which reflects the requirements of the task.

Options are provided in the Appreciation section for Tasks 1 and 3. The teacher/student is required to select an appropriate option for these particular tasks. The selection will be dependent on the context in which the selected unit of study is being delivered. There is no choice in the Appreciation section of Task 2 therefore the task described must be completed. No option can be chosen more than once. Each option and the parameters set are outlined in each task.

1. *Specific Outcomes*

The teacher must specify the outcomes that are to be assessed for this section of the task.

- Outcome 1.** Generates and communicates ideas through creating, presenting and responding to music.
- Outcome 2:** Demonstrates planning and organisational skills in creating, presenting and responding to music.
- Outcome 3.** Applies and responds to elements of music language.
- Outcome 4.** Creates and presents original music as a result of collecting, analysing and organising information.
- Outcome 5.** Selects appropriate and available technology/equipment in making music.
- Outcome 6.** Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
- Outcome 7.** Works with others to create and present music.
- Outcome 8.** Evaluates and responds critically to the process and product of own music and the music of others.

2. *Task*

The student presents a research project.

3. *Task Description*

The task requires the student to undertake and complete research on a self initiated topic relevant and appropriate to the unit of study.

The written presentation should involve the student in the following stages:

- formulating the research topic
- planning strategies to complete the project
- gather the necessary information
- organise and arrange the information
- document selected information
- present and evaluate the information and the process involved in order to achieve the desired outcome.

For example: The unit of study is Music for Solo Instrument. The student is required to present a proposed topic of research that is relevant and appropriate to the unit of study. Upon consultation and negotiation with the teacher, the student is given permission to proceed with the proposal.

The student may for example, propose the study of a particular instrument or family of instruments. The specific requirements within the proposal will be determined by the parameters of the task as outlined by the teacher. The student may include in the proposal, other relevant information such as outlining the influences of the instrument/s and its role in the development of particular styles of music over time.

While the student has the opportunity to select the topic of research within a unit of study, the teacher must provide the parameters in which the student is required to work. While the topic defines the area of research to be dealt with, it is the specific parameters as set by the teacher that will determine much of the content of the research task. This could include the following: In the research proposal, reference must be made to a particular artist/musician of significance who performed on the particular instrument and the different styles of music performed. Specific examples of music must be given, with a brief analysis of one of these selected works.

4. *Task Parameters*

This is part of an ongoing process and is intended that the student develop an understanding and appreciation of work being covered in the unit of study.

- This is to be completed at the end of a series of activities that have provided the student with the opportunity to develop skills in creating, presenting and responding to music.
- It is essential that a timeline be established for the completion of the various stages of the research project.
- The student should have a clear understanding of elements of music language appropriate to the unit of study and apply and respond to such language within the research project.
- The student should be able to make and respond to appropriate decisions relating to the research project through the use of problem solving skills.
- At each stage of the research project, the student should be encouraged to discuss the process and research findings with others and evaluate and respond to the process involved.
- The student should make reference to music heard which reflects the style of music studied in the unit of study.
- The teacher acts as facilitator in the process involved, clarifying the parameters of the research project and outlining the process students may follow through the various stages of the project.

5. *Authentication*

- The teacher is to monitor the development of the work being carried out by the student through recording progress (gathering evidence) and sighting draft materials and documentation.
- The student must retain materials showing development of the task being carried out.
- The student must provide evidence to show they have met the specified task outcomes.
- The material presented will only be assessed if the teacher can attest that the work is the student's own.

Task 1:

SECTION TWO *CREATIVITY*

Curriculum Council requirements for this section of the task are outlined below. In order that the student meets the requirements of the outcomes of this task, evidence must be provided which reflects the requirements of the task.

1. Specific Outcomes

The teacher must specify the outcomes that are to be assessed for this section of the task.

- Outcome 1.** Generates and communicates ideas through creating, presenting and responding to music.
- Outcome 2:** Demonstrates planning and organisational skills in creating, presenting and responding to music.
- Outcome 3.** Applies and responds to elements of music language.
- Outcome 4.** Creates and presents original music as a result of collecting, analysing and organising information.
- Outcome 5.** Selects appropriate and available technology/equipment in making music.
- Outcome 6.** Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
- Outcome 7.** Works with others to create and present music.
- Outcome 8.** Evaluates and responds critically to the process and product of own music and the music of others.

2. Task

The student arranges selected/own compositions for a chosen group of instruments.

3. Task Description

The task requires the student to work from a selected or self composed work and arrange the work for a group of instruments that may perform the music. The arrangement must reflect the style of music being studied in the selected unit of study.

4. Task Parameters

- This is to be completed at the end of a series of activities where the teacher instructs the student on various aspects of arranging music appropriate to the unit of study for particular instrumentation.
- The student should be exposed to a number of combinations of instruments and be aware of the overall effect of such instrument grouping.
- The student should have a clear understanding of the elements of music language appropriate to the unit of study and apply and respond to such language in an appropriate context.
- The student should be able to make and respond to decisions relating to the arrangement task through problem solving, and through this process, experiment with various arranging techniques.
- The student is required to discuss the process involved in the task with others.
- The teacher acts as facilitator in the process involved, clarifying the parameters of the arrangement task and outlining the process which students might follow through the various stages of the task.

5. Authentication

- The teacher is to monitor the development of the work being carried out by the student through recording progress (gathering evidence) and sighting draft materials and documentation.
- The student must retain materials showing development of the task being carried out.
- The student must provide evidence to show they have met the specified task outcomes.
- The material presented will only be assessed if the teacher can attest that the work is the student's own.

Task 1:

SECTION THREE *PERFORMANCE*

Curriculum Council requirements for this section of the task are outlined below. In order that the student meets the requirements of the outcomes of this task, evidence must be provided which reflects the requirements of the task.

1. *Specific Outcomes*

The teacher must specify the outcomes that are to be assessed for this section of the task.

- Outcome 1.** Generates and communicates ideas through creating, presenting and responding to music.
- Outcome 2:** Demonstrates planning and organisational skills in creating, presenting and responding to music.
- Outcome 3.** Applies and responds to elements of music language.
- Outcome 4.** Creates and presents original music as a result of collecting, analysing and organising information.
- Outcome 5.** Selects appropriate and available technology/equipment in making music.
- Outcome 6.** Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
- Outcome 7.** Works with others to create and present music.
- Outcome 8.** Evaluates and responds critically to the process and product of own music and the music of others.

2. *Task*

The student performs music as part of an ensemble.

3. *Task Description*

The task requires the student to prepare and perform a program of music on a chosen instrument as part of a performing ensemble.

4. *Task Parameters*

- This is to be completed at the end of a series of activities in which the teacher has provided guidance to the student on the performance of music to an audience.
- The student should have an understanding of performance technique for the chosen instrument.
- The student should have a clear understanding of the elements of music language appropriate to the unit of study and apply and respond to such language in an appropriate context within the performance of the music.
- The student should be aware of own role within the ensemble.
- The student should be able to make and respond to decisions relating to the selection and performance of appropriate music through the use of problem solving skills.
- The student is to respond by providing a critical evaluation of the performance given.
- Where possible, the performance should be recorded onto an audiocassette or videoed as a record of the performance.

5. *Authentication*

- The teacher is to monitor and record the progress of the student.
- The teacher must retain evidence of the student's involvement in the process of preparing for the performance of music.

Task 2:

SECTION ONE *APPRECIATION*

Curriculum Council requirements for this section of the task are outlined below. In order that the student meets the requirements of the outcomes of this task, evidence must be provided which reflects the requirements of the task.

1. *Specific Outcomes*

The teacher must specify the outcomes that are to be assessed for this section of the task.

- Outcome 1.** Generates and communicates ideas through creating, presenting and responding to music.
- Outcome 2:** Demonstrates planning and organisational skills in creating, presenting and responding to music.
- Outcome 3.** Applies and responds to elements of music language.
- Outcome 4.** Creates and presents original music as a result of collecting, analysing and organising information.
- Outcome 5.** Selects appropriate and available technology/equipment in making music.
- Outcome 6.** Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
- Outcome 7.** Works with others to create and present music.
- Outcome 8.** Evaluates and responds critically to the process and product of own music and the music of others.

2. *Task*

Working with others, the student presents an innovative project.

3. *Task Description*

The task requires the student to present and undertake a program of work that relates to the specific area of Appreciation and is relevant to the unit of study being undertaken by the student.

4. *Task Parameters*

- The students are required to present to the teacher for approval, a project proposal that meets all the requirements as determined by the teacher.
- The teacher is to ensure specified outcomes to be assessed are included in the project proposal.
- It is necessary that a timeline be established for the completion of the various stages of the project.
- The teacher monitors the development of the project by recording progress and sighting materials being developed by the student.
- Through each stage of the project, the student is required to discuss the process and developments with others. Consultation and collaboration is necessary to meet Outcome 7.
- The student presents the completed project to the teacher for assessment on the date specified.
- The student is required to present with the completed project, a detailed evaluation of the project, making reference to how each of the outcomes associated with the project have been met and how each outcome was incorporated into the requirements of the project.

5. *Authentication*

- The teacher is to monitor the development of the work being carried out by the student through recording progress (gathering evidence) and sighting draft materials and documentation.
- The student must retain materials showing development of the task being carried out.
- The student must provide evidence to show they have met the specified task outcomes.
- The material presented will only be assessed if the teacher can attest that the work is the student's own.

Task 2:

SECTION TWO *CREATIVITY*

Curriculum Council requirements for this section of the task are outlined below. In order that the student meets the requirements of the outcomes of this task, evidence must be provided which reflects the requirements of the task.

1. *Specific Outcomes*

The teacher must specify the outcomes that are to be assessed for this section of the task.

- Outcome 1.** Generates and communicates ideas through creating, presenting and responding to music.
- Outcome 2:** Demonstrates planning and organisational skills in creating, presenting and responding to music.
- Outcome 3.** Applies and responds to elements of music language.
- Outcome 4.** Creates and presents original music as a result of collecting, analysing and organising information.
- Outcome 5.** Selects appropriate and available technology/equipment in making music.
- Outcome 6.** Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
- Outcome 7.** Works with others to create and present music.
- Outcome 8.** Evaluates and responds critically to the process and product of own music and the music of others.

2. *Task*

The student composes original music for a selected instrument.

3. *Task Description*

The task requires the student to work from parameters set by the teacher to compose music for a solo instrument. The work should reflect the style of music in the unit of study and should be composed for performance.

4. *Task Parameters*

- This is to be completed at the end of a series of activities in which the teacher has instructed the student on the various aspects of composing music appropriate to the unit of study.
- The student should be exposed to a range of alternative styles of composition for solo instruments and should be aware of the compositional devices available and applicable for such instruments.
- The student should have an understanding of the elements of music language appropriate to the unit of study and apply and respond to the language in appropriate context in the composition.
- The student should be able to make decisions relating to the compositional task through the use of problem solving skills, and experiment using different compositional devices.
- The student should experiment with various technology/equipment available.
- The student should be encouraged to discuss the process involved in the task with others.
- The teacher acts as facilitator in the processes, clarifying the parameters of the composition task and outlining the processes which students might follow through the various stages of the task.

5. *Authentication*

- The teacher is to monitor the development of the work being carried out by the student through recording progress (gathering evidence) and sighting draft materials and documentation.
- The student must retain materials showing development of the task being carried out.
- The student must provide evidence to show they have met the specified task outcomes.
- The material presented will only be assessed if the teacher can attest that the work is the student's own.

Task 2:

SECTION THREE *PERFORMANCE*

Curriculum Council requirements for this section of the task are outlined below. In order that the student meets the requirements of the outcomes of this task, evidence must be provided which reflects the requirements of the task.

1. *Specific Outcomes*

The teacher must specify the outcomes that are to be assessed for this section of the task.

- Outcome 1.** Generates and communicates ideas through creating, presenting and responding to music.
- Outcome 2:** Demonstrates planning and organisational skills in creating, presenting and responding to music.
- Outcome 3.** Applies and responds to elements of music language.
- Outcome 4.** Creates and presents original music as a result of collecting, analysing and organising information.
- Outcome 5.** Selects appropriate and available technology/equipment in making music.
- Outcome 6.** Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
- Outcome 7.** Works with others to create and present music.
- Outcome 8.** Evaluates and responds critically to the process and product of own music and the music of others.

2. *Task*

The student performs own original music as a soloist.

3. *Task Description*

The task requires that the student prepares and performs own original music on a chosen instrument.

4. *Task Parameters*

- This is to be completed at the end of a series of activities in which the teacher has provided guidance to the student on the performance of music to an audience.
- The student should have an understanding of performance technique for the chosen instrument.
- The student should have a clear understanding of the elements of music language appropriate to the unit of study and apply and respond to such language in an appropriate context within the performance of the music.
- The student should be able to make and respond to decisions relating to the selection and performance of appropriate music through the use of problem solving skills.
- Where possible, the performance should be recorded onto an audiocassette or videoed as a record of the performance.

5. *Authentication*

- The teacher is to monitor and record the progress of the student.
- The teacher must retain evidence of the student's involvement in the process of preparing for the performance of music.

Task 3:

SECTION TWO *CREATIVITY*

Curriculum Council requirements for this section of the task are outlined below. In order that the student meets the requirements of the outcomes of this task, evidence must be provided which reflects the requirements of the task.

1. Specific Outcomes

The teacher must specify the outcomes that are to be assessed for this section of the task.

- Outcome 1.** Generates and communicates ideas through creating, presenting and responding to music.
- Outcome 2:** Demonstrates planning and organisational skills in creating, presenting and responding to music.
- Outcome 3.** Applies and responds to elements of music language.
- Outcome 4.** Creates and presents original music as a result of collecting, analysing and organising information.
- Outcome 5.** Selects appropriate and available technology/equipment in making music.
- Outcome 6.** Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
- Outcome 7.** Works with others to create and present music.
- Outcome 8.** Evaluates and responds critically to the process and product of own music and the music of others.

2. Task

The student composes original music for a group of instruments.

3. Task Description

The task requires the student to work from parameters set by the teacher to compose music for a group of instruments. The work should reflect the style of music being studied in the unit of study.

4. Task Parameters

- This is to be completed at the end of a series of activities in which the teacher has instructed the student on the various aspects of composing music appropriate to the unit of study.
- The student should be exposed to alternative styles of composition for groups of instruments and should be aware of the compositional devices available and applicable for such instruments.
- The student should have a clear understanding of elements of music language appropriate to the unit of study and apply and respond to such language within the work being composed.
- The student should be able to make decisions relating to the compositional task through the use of problem solving skills, and experiment using different compositional devices.
- The student should be encouraged to discuss the process involved in the task with others.
- The teacher acts as facilitator in the processes involved, clarifying the parameters of the composition task and outlining the process students may follow through the stages of the task.

5. Authentication

- The teacher is to monitor the development of the work being carried out by the student through recording progress (gathering evidence) and sighting draft materials and documentation.
- The student must retain materials showing development of the task being carried out.
- The student must provide evidence to show they have met the specified task outcomes.
- The material presented will only be assessed if the teacher can attest that the work is the student's own.

Task 3:

SECTION THREE *PERFORMANCE*

Curriculum Council requirements for this section of the task are outlined below. In order that the student meets the requirements of the outcomes of this task, evidence must be provided which reflects the requirements of the task.

1. *Specific Outcomes*

The teacher must specify the outcomes that are to be assessed for this section of the task.

- Outcome 1.** Generates and communicates ideas through creating, presenting and responding to music.
- Outcome 2:** Demonstrates planning and organisational skills in creating, presenting and responding to music.
- Outcome 3.** Applies and responds to elements of music language.
- Outcome 4.** Creates and presents original music as a result of collecting, analysing and organising information.
- Outcome 5.** Selects appropriate and available technology/equipment in making music.
- Outcome 6.** Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
- Outcome 7.** Works with others to create and present music.
- Outcome 8.** Evaluates and responds critically to the process and product of own music and the music of others.

2. *Task*

The student performs own original music as part of an ensemble.

3. *Task Description*

The student prepares and performs own original music as part of an ensemble.

4. *Task Parameters*

- This is to be completed at the end of a series of activities in which the teacher has provided guidance to the student on the performance of music to an audience.
- The student is required to discuss the process of the task with others.
- The student should have an understanding of performance technique for the chosen instrument.
- The student should have a clear understanding of the elements of music language appropriate to the unit of study and apply and respond to such language in an appropriate context within the performance of the music.
- The student should experiment with various technology/equipment available.
- The student should be able to make and respond to decisions relating to the selection and performance of appropriate music through the use of problem solving skills.
- Where possible, the performance should be recorded onto an audiocassette or videoed as a record of the performance.

5. *Authentication*

- The teacher is to monitor and record the progress of the student.
- The teacher must retain evidence of the student's involvement in the process of preparing for the performance of music.

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better, with all ratings at S or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

the student has completed all the CATs incorporating that outcome

the student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND, an E grade is awarded.

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Task* booklet.

Time Allocation

The subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons, schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

Subject Completion

In order to complete a subject and be eligible to receive a grade, students must complete the school's structured educational and assessment program for the subject (unless there are exceptional and justifiable circumstances, refer to the *Assessment, Grading and Moderation Manual*). In situations where the school considers that insufficient information has been gathered to justify the awarding of a grade, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted (*Assessment, Grading and Moderation Manual*).

GRADE A

Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.

V	H	S
8	-	-
7	1	-
7	-	1
6	2	-
6	-	2
6	1	1
5	3	-
5	2	1
5	1	2
4	4	-
4	3	1
4	2	2

GRADE B

High or better in 50% of outcomes, and Satisfactory or better in the remainder.

V	H	S
5	-	3
4	1	3
4	-	4
3	5	0
3	4	1
3	3	2
3	2	3
3	1	4
2	6	-
2	5	1
2	4	2
2	3	3
2	2	4
1	7	-
1	6	1
1	5	2
1	4	3
1	3	4
-	8	-
-	7	1
-	6	2
-	5	3
-	4	4

GRADE C

Satisfactory or better in all outcomes.

V	H	S
3	-	5
2	1	5
1	2	5
2	0	6
1	1	6
1	-	7
-	3	5
-	2	6
-	1	7
-	-	8

GRADE D

Satisfactory or better in at least 50% of the outcomes.

GRADE E

Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND, an E grade is awarded.