PURPOSE

The purpose of the External Assessment Specifications is to provide information about the external assessment that defines:

- the external assessable aspects of the criterion standards of MSM315115 Music
- the externally assessed course areas
- the nature and range of appropriate types of items, and
- the structure of the external assessment.

These definitions are to be in sufficient detail that they will serve both as a blueprint, describing all the elements required to develop the assessment, and as a basis for accountability.

The External Assessment Specifications are primarily written for use by the setters of the assessment.

Whenever a new external assessment is required, the assessment is to comply with these technical specifications. Assessments may differ from year to year within the framework and rules provided by these specifications.

INTRODUCTION

The external assessment for MSM315115 Music consists of a written examination and either a practical assessment or a folio. The external assessment is designed to assess the standard of achievement of skills, knowledge and understanding of candidates in targeted course areas. Understanding is assessed by the degree to which musical literacy including theory knowledge and aural skills are applied to a range of external assessment item types.

The course document MSM315115 Music is the document used for the development of the assessments.

OVERALL CONDITIONS

- The times/dates of the assessment sessions are set annually by the Tasmanian Qualifications Authority (TQA)
- The TQA External Assessment Rule applies to this external assessment. Details of the rule are published on the TQA website http://www.tqa.tas.gov.au/0293
- The TQA appoints appropriate persons to set and mark assessments.

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1 In these specifications, the term item is defined as an individual task to be undertaken by candidates. The task may be divided into several parts.

2 The Setting Examiner for the Practical Assessment is the Tasmanian Qualifications Authority.

3 Definitions of relevant assessment item types are given in Attachment 1.
EXTERNAL ASSESSMENT

The following aspects of the criteria and their standards described in the course document are externally assessed. These define the expectations for the nature, scope and level of demand of the targeted course areas.

The external assessment consists of two assessments:

COMPULSORY FOR ALL CANDIDATES

• Written examination of two hours, plus an additional fifteen minutes reading time.

and EITHER

• Practical assessment - solo or ensemble (refer to Performance Guidelines)
OR
• Composition Folio assessment - (refer to Composition Folio Guidelines)

Written Assessment

• **Criterion 5:** Listen to music statements and identify use of music elements
  All aspects of Criterion 5 standards are examinable.
• **Criterion 6:** Read and write music statements and identify use of music elements
  All aspects of Criterion 6 standards are examinable.

The examination must include items that give opportunities to demonstrate the standards from rating C to rating A.

Practical Assessment

• **Criterion 7:** Perform a repertoire with accuracy and fluency
  See current Performance Guidelines for further details.
• **Criterion 8:** Perform a stylistically varied repertoire with music sensitivity
  See current Performance Guidelines for further details.

Folio Assessment

• **Criterion 9:** Create coherent music statements in a variety of styles
  See current Composition Folio Guidelines for further details.
• **Criterion 10:** Apply music elements in the creation of music.
  See current Composition Folio Guidelines for further details.

Final results will be awarded as a rating of A, B, C, t or z in the above criteria. These ratings are used in determining the final award according to the algorithm in the course document.

WRITTEN EXAMINATION

CONTENT

• A representative sample, encompassing a large proportion of the targeted course areas, is used to test the standard of skills, knowledge and understanding of a candidate
• The relative weighting^{4} of items is indicated by:
  o The relative allocation of marks.

^{4} Relative weighting: the relative emphasis on the assessment of an item compared with other items within a group, that will influence the final result, that is, the rating.
Music

General guidelines for writing items

Items are written:
• using language/course-specific terminology as outlined in the course document
• using unambiguous English language.

SPECIFIC MATERIALS AND EQUIPMENT APPROVED FOR USE BY CANDIDATES
None.

EXAMINATION STRUCTURE
• The examination paper is divided into two sections
• The items for both sections are in one item-and-response booklet

The following specifications for the Written Examination are outlined in Table 1:
• the distribution across the performances of:
  o criteria
  o course content (Units)
  o time and rating allocations
• number and type of items.

Relationships between the examination specifications and the written examination items will be mapped each year. (See Attachment 2.)

Table 1: MSM315115 Music Written Examination Structure

<table>
<thead>
<tr>
<th>Sections</th>
<th>Section A</th>
<th>Section B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion (See details in the section Assessment)</td>
<td>Criterion 5</td>
<td>Criterion 6</td>
</tr>
<tr>
<td>Course content</td>
<td>Unit 4</td>
<td>Unit 4</td>
</tr>
<tr>
<td>Number of items</td>
<td>Range between 7-11 items</td>
<td>Range between 5-7 items</td>
</tr>
<tr>
<td>Compulsory items</td>
<td>All items</td>
<td>All items</td>
</tr>
<tr>
<td>Response conditions</td>
<td>Must refer to Aural CD and answer corresponding items.</td>
<td>Answer each item and with reference to the stimulus material provided. At least one question in this section will require candidates to compose written music.</td>
</tr>
<tr>
<td>Item type (s) (See Attachment 1 for definitions and exemplars)</td>
<td>Short answer</td>
<td>Short answer</td>
</tr>
<tr>
<td>Suggested time allocation Total time for examination 2 hours</td>
<td>Approximately 45 minutes</td>
<td>Approximately 75 minutes</td>
</tr>
<tr>
<td>Rating allocation</td>
<td>Marks</td>
<td>Marks</td>
</tr>
</tbody>
</table>
ATTACHMENT 1

Written Examination Item types

In these specifications, the term ‘item’ is defined as an individual task to be undertaken by candidates. The task may be divided into several parts. Item types can be categorised in terms of:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ITEM TYPES AND DEFINITIONS</th>
<th>EXEMPLARS</th>
</tr>
</thead>
</table>
| **The context of the item** | Short Answer  
These items require rehearsed skills in **pitch**, **time** and **design** in familiar contexts. | (Reference: previous examination papers)  
Refer to Theory and Aural Skills (2015-2019)  
| **Pitch** | • aural identification and notation  
• identifying and writing chords  
• transposition  
• harmonizing a simple melody with appropriate chord symbols  
• clefs  
• recognition of and meaning of signs, symbols, terminology and abbreviations. | |
| **Time** | • aural identification and notation  
• understanding time signatures  
• use of appropriate note and rest groupings  
• adding bar lines to an unbarred segment/phrase  
• composing an appropriate rhythm to given poetry/lyrics  
• use of appropriate rhythmic devices recognition of and meanings of signs, symbols, terminology and abbreviations. | |
| **Design** | • identification of compositional techniques  
• voice leading and cadence identification  
• aural and/or written identification of form/structure  
• recognition of and meanings of signs, symbols, terminology and abbreviations score analysis. | |
| **Music Concepts and Terminology** | • uses a range of concepts and music terminology | |
ATTACHMENT 2

MSM315115 Music Written Examination Mapping

The Setting Examiner designs examination items to adhere to the External Assessment Specifications (see Table 1). During the writing and critiquing of the examination, the Setting Examiner will map the MSM315115 Music examination to the course document and external assessment specifications. This may be achieved through the mapping grids given in Tables 2 – 7.

Mapping provides a summary of relationships between examination items and:
- item type
- relative importance/weighting
- content
- achievement standard, and
- item rating.

Mapping is designed primarily to assist the Setting Examiners to:
- see at a glance the range of item types, course coverage and achievement standards used in the examination paper, and
- check for:
  - representative sampling, and
  - adherence to the written examination structure specifications.

Checklist

The Setting Examiner conducts a final check for adherence of the written examination to the external assessment specifications by completing a checklist.
### Section A:

#### Table 2: Criteria being assessed

<table>
<thead>
<tr>
<th>Criterion Standard</th>
<th>Item numbers</th>
<th>Possible ratings of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 correctly identifies use and/or effect of elements of pitch in given music contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 correctly identifies use and/or effect of elements of time in given music contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 correctly identifies use and/or effect of elements of design in given music contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 uses a range of concepts and music terminology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table 3: Course coverage

<table>
<thead>
<tr>
<th>Topic</th>
<th>Item numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitch</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>Music Concepts and Terminology</td>
<td></td>
</tr>
</tbody>
</table>

#### Table 4: Item type

<table>
<thead>
<tr>
<th>Item type</th>
<th>Item numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short answer</td>
<td></td>
</tr>
</tbody>
</table>

### Section B:

#### Table 5: Criteria being assessed

<table>
<thead>
<tr>
<th>Criterion Standard</th>
<th>Item numbers</th>
<th>Possible ratings of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 correctly identifies use and/or effect of elements of pitch in given music contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 correctly identifies use and/or effect of elements of time in given music contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3 correctly identifies use and/or effect of elements of design in given music contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.4 uses a range of concepts and music terminology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table 6: Course coverage

<table>
<thead>
<tr>
<th>Topic</th>
<th>Item numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitch</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>Music Concepts and Terminology</td>
<td></td>
</tr>
</tbody>
</table>

#### Table 7: Item type

<table>
<thead>
<tr>
<th>Item type</th>
<th>Item numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short answer</td>
<td></td>
</tr>
</tbody>
</table>
Checklist – MSM315115 Music Written Examination Checklist

Section A

☐ Assesses all aspects of Criterion 5
☐ Items give opportunities to demonstrate standards from rating C to rating A
☐ Includes course content from a representative sample of course content areas – Unit 4
☐ The section will contain between 7-11 items and will be approximately 45 minutes in length
☐ Information is given about response conditions
☐ Responses to all items are open-ended.
☐ Marks are allocated to each question.

Section B

☐ Assesses all aspects of Criterion 6
☐ Items give opportunities to demonstrate standards from rating C to rating A
☐ Includes course content from a representative sample of course content areas – Unit 4
☐ The section will contain between 5-7 items and will be approximately 75 minutes in length
☐ Information is given about response conditions
☐ Responses to all items are open-ended.
☐ Marks are allocated to each question.