VCE Music Inquiry 2023–2027

Externally assessed task

Specifications and guidelines

Overall conditions

The *VCE Music Study Design 2023–2027* (specifically Unit 3: Music Inquiry and Unit 4: Music Inquiry) is the document to be used for the development of the externally assessed task.

The task will be assessed by a panel appointed by the VCAA using expected qualities for the mark range, as published annually by the VCAA.

Further information, including guidelines and a marking sheet, is published annually.

Contribution to final assessment

The externally assessed task will contribute 50 per cent to the study score.

All of the key knowledge and skills that underpin Outcome 1 and Outcome 2 in Unit 4, and the definitions in the ‘Cross-study specifications’ in the study design (pages 13–19), are assessed.

Externally assessed task format

Students will submit a folio that contains documentation, a video recording of a performance and an audio and/or video recording of a composition/arrangement, as outlined below.

Performance(s) and original work(s)

Students must submit 3 music items where:

* at least one is a visually recorded live performance of a work associated with the Area of Investigation, and
* at least one is a recorded audio (and/or video) and appropriate documentation of a composed/arranged work influenced by the Area of Investigation.

Documentation

Documentation associated with the Area of Investigation may be text-based and/or a multimedia presentation. Tables, charts, score and/or audio excerpts may also be included. Overall, it must not exceed 1200 words (or equivalent) and should include:

* a description of the Area of Investigation (development of the proposal presented in Outcome 2, Unit 3)
* an analysis of 2 works selected from the Area of Investigation that explores the use of music elements, concepts and compositional devices
* a description of the connections between the works, and a discussion of their influence on the student’s own music making
* an explanation of how the student’s own performance(s) and original work(s) are linked to the Area of Investigation
* appropriate documentation of the original work(s)
* a Cover Sheet.

Assessment tasks and weightings

All students will be assessed on the extent to which they demonstrate their ability to address the assessment tasks outlined below.

|  |  |  |
| --- | --- | --- |
| Unit 4  | Assessment tasks | Weighting (%) |
| Outcome 1 and Outcome 2 | **Performance and composition/arrangement (Folio of 3 music items)**  |  |
| Demonstrate technical skills including accuracy and control, and interpret music elements and concepts in performance. | 25 |
| Manipulate the elements of music and concepts, and use appropriate compositional devices to compose/arrange music. | 25 |
| Demonstrate an understanding of an Area of Investigation via music making that exhibits direct links to the area, as articulated in accompanying documentation. | 25 |
| **Documentation**Document and describe the Area of Investigation by including:* a description of the Area of Investigation and analysis of 2 appropriate works
* an explanation of connections between the 2 works and a reflection on their influence on the student’s own music making
* an explanation of the connections between performance piece(s), composed/arranged work(s) and the Area of Investigation
* appropriate documentation for the composed/arranged work(s).
 | 25 |
|  |  **Total** | **100** |

Documentation guidance

Documentation in PDF format may include prose, voice-over, dot points, tables, charts, score annotations and/or use of music examples.

Documentation of the Area of Investigation should:

* describe the Area of Investigation
* analyse two works from the Area of Investigation via the use of music elements, concepts and compositional devices
* describe the connections between the works, and reflect on their influence on the student’s own music making
* explain how the student’s own performance(s) and original work(s) are linked to the Area of Investigation
* provide appropriate documentation of the original work(s).

Original work documentation guidance

Appropriate documentation of an original piece must be provided in PDF format, and will be dependent on the music style of the piece.

Information should be provided to assist the reader to understand the relationship between the documentation and the audio/sequenced recording. The reader should be able to follow the piece visually.

Appropriate documentation might include:

* full traditional score notation of the entire piece
* lead sheet (melody and chords) with overall structure and arrangement mapped out visually
* appropriate visual representation of the complete work that shows individual components and any effect and parameter manipulation.

Performance recording guidance

Student performance(s) must be supervised.

The performance must be video-recorded as a one-take performance with camera in a locked-off position. No post-performance editing is allowed.

The video should be submitted in mp4 format (720p–1080p).

Both audio and video must be included in the performance submission.

The recording must show all appropriate aspects of the individual’s performance. For example:

* for portable instruments, the candidate’s face, both hands, and the instrument should be visible
* for keyboard or fixed instruments, the candidate’s hands and feet should be visible
* for vocalists, a full-length shot is advised
* for group performances, the frame must include all performers.

If a performer is using a backing track, the student’s performance must be the main aural focus in the audio.

Original piece guidance

The original piece must be presented in mp3 format or mp4 format (720p–1080p).

The audio of the original piece may be:

* a live recording
* a multi-tracked recording
* digitally generated sounds
* a combination of any of these.

The original piece(s) submitted may also include video in mp4 format (720p–1080p). This may include editing.

Folio submission guidance

Prior to submitting Student Assessment Materials, it is a requirement that individual student work is organised into separate folders containing all materials to be submitted.

It is critical to maintain copies of student work sent to the VCAA for at least one month after the VCAA submission date and preferably at least until the end of the school year. Schools should double-check with their respective sectoral authority regarding document disposal policies/guidelines that might apply to their school.

All student work must be submitted electronically to the VCAA via a secure file transfer site in the recommended file formats using standard filename conventions. Specifically:

* the student files are to be stored in a separate folder for each student
* the name of each folder must be the student’s number (e.g. 90888888W)
* each folder needs to include all the student’s folio material to be presented for assessment
* a sub-folder needs to contain any files submitted that are not part of the student’s work, such as marking sheets or student and teacher declarations.

The required folder structure is: School folder, then Subject folder, then folders for each individual student (named ‘90888888W’, for example).

The VCAA Assessment Operations Unit will provide login credentials and instructions for the secure file transfer site in Term 3.

All materials and the marking sheet must be received at the VCAA by 5pm on the date given in the [Administrative Dates and Assessment Schedule](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx) page on the VCAA website.

It is critical that teachers maintain copies of student work that have been submitted to the VCAA for at least one month after the VCAA submission date and preferably at least until the end of the school year.

Authentication

Students are required to document how they will organise and direct any assistance.

In this context, teachers are reminded of the need to comply with the authentication requirements specified in ‘Scored assessment: School-based Assessment’ in the *VCE and VCAL Administrative Handbook*. This is important to ensure that ‘Undue assistance … not be provided to students while undertaking assessment tasks.’ (’School-assessed coursework’)

Undue assistance may occur during the performance and/or composition/arrangement stages across both Units 3 and 4, and teachers need to be vigilant. Students are required to complete all aspects of their work individually; however, in some cases they will need to involve others. For example, students may work with an ensemble to perform and/or to realise their original work. Other students may seek assistance in using specific features of notation or recording software.

During the performance, composition/arrangement, recording and/or documentation stages of the task, teachers must plan and use observations of student work to monitor and record each student’s progress as part of the authentication process (refer to the externally assessed task authentication form available on the VCE Music Inquiry page of the VCAA website).

All use of external support must be planned and documented on the authentication form and teachers must certify that such support does not constitute undue assistance.

Teachers are reminded that the authentication procedures must be followed for all student work in relation to the externally assessed task.

The authentication form, signed by the teacher and the student, must be included with the documents submitted for assessment.

Assessment

Teachers make an initial assessment of the student’s work against the published expected qualities for the mark range and assess the work using the marking sheet provided. Only the knowledge and skills demonstrated by the student submitting the work must be considered in this assessment. Knowledge and skills demonstrated by other performers in an ensemble, for example, must not be considered.

Marking sheet and Cover Sheet

The externally assessed task marking sheet and Cover Sheet must be submitted with the folio materials. They are available on the VCE Music Inquiry page of the VCAA website.