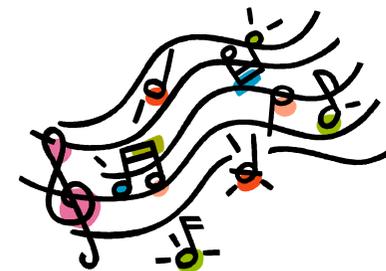


# Briefing on Hong Kong Diploma of Secondary Education (HKDSE) Music Examination Standards-referenced Reporting (SRR)



香港中學文憑考試 – 音樂科  
水平參照成績滙報



Hong Kong Examinations and Assessment Authority

12 December 2008  
or 16 December 2008



# Part I – HKDSE Music Examination

## Standards-referenced Reporting

<b>NSS Music Curriculum Overview</b>	<b>Mr TAM, Wan-bui</b> Senior Curriculum Development Officer, EDB
<b>Public Assessment</b>	<b>Ms LEE Man-ye, Anna</b> Manager-Assessment Development, HKEAA
<b>Level Descriptors</b>	<b>Dr YIP Lai-chi, Rita</b> Assistant Professor, Music Division, HKIEd
<b>Paper 1 (Listening): Sample Paper</b>	<b>Mr Christopher PAK</b> Senior Lecturer, School of Music, HKAPA <b>Ms WONG Siu-to, Victoria</b> Ying Wa Girls' School
<b>Paper 1 (Listening): Exemplars</b>	<b>Mr Christopher PAK</b> Senior Lecturer, School of Music, HKAPA
<b>Paper 3 (Creating I): Assessment Criteria</b>	<b>Dr Joshua CHAN</b> Chairperson of Music Department, HKU





# New Senior Secondary (NSS) Music Curriculum Overview

## **Compulsory Part** (three compulsory modules)

- ❖ Module 1: Listening
- ❖ Module 2: Performing I
- ❖ Module 3: Creating I

## **Elective Part** (choose one module)

- ❖ Module 4: Special Project
- ❖ Module 5: Performing II
- ❖ Module 6: Creating II

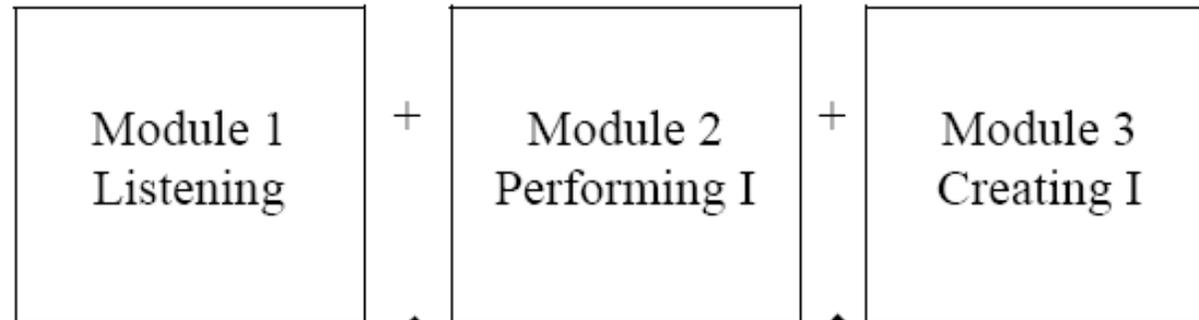




# Music Curriculum

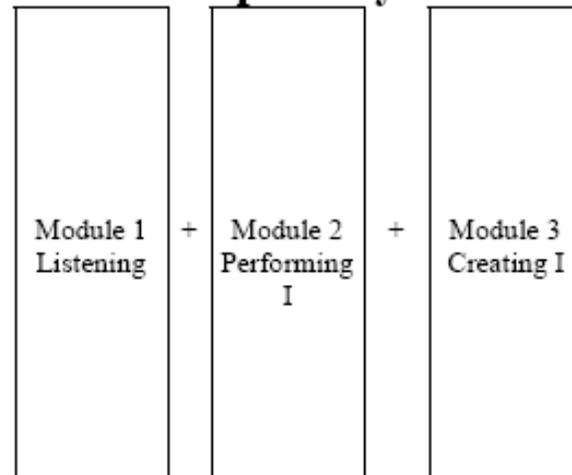
S4

## Compulsory Part

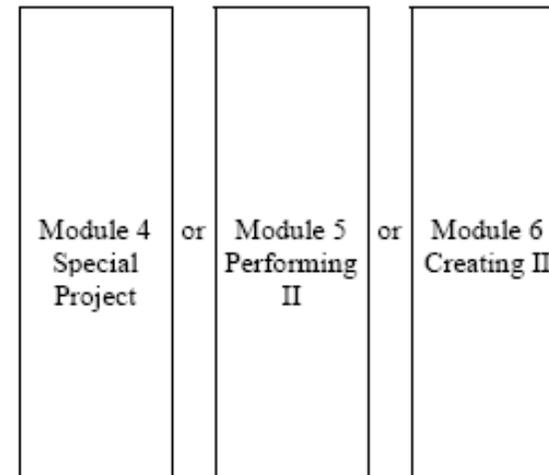


S5 and  
S6

## Compulsory Part



## Elective Part





# HKDSE

## Standards-referenced Reporting (SRR)

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# Standards-referenced Reporting (SRR)

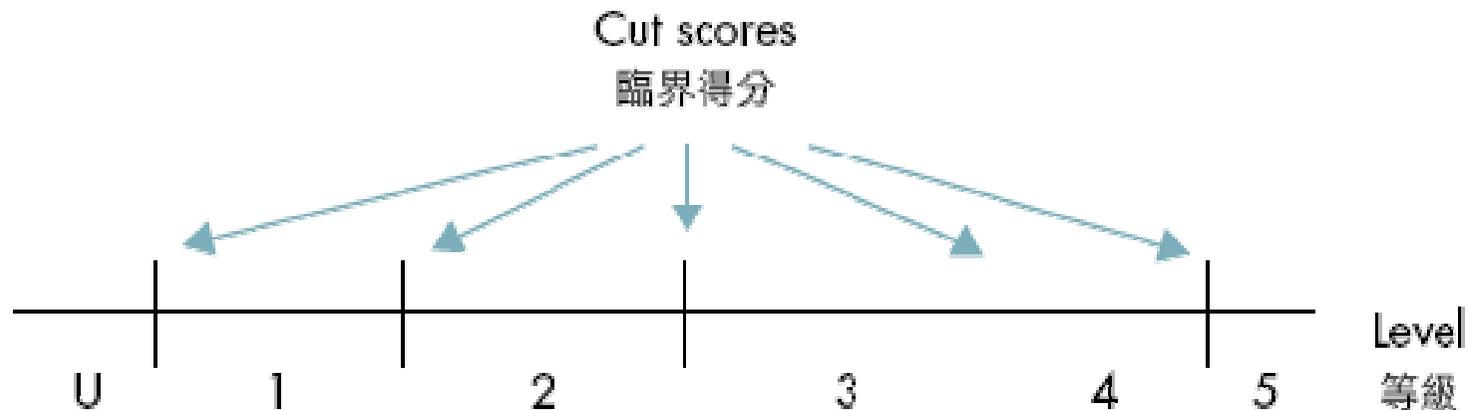
- The standards are held **constant**
- The **percentage** of candidates awarded a given level can **vary** from year to year
- The standards themselves are **transparent**
- Written level descriptors together with **samples of performance** can illustrate the standards





# Standards setting

- A candidate's total subject score is based on both public examination and (moderated) SBA results
- The task is to determine the minimum scores (also known as cut scores) a candidate must obtain **in order to meet** various standards (Level 1-5)





# Two Steps for Setting Standards

## 1<sup>st</sup> Step:

- The development of a set of descriptors and **exemplars** that illustrate what it means to perform at each of the five levels
- It does not equal to levels

## 2<sup>nd</sup> Step:

- A panel of judges make a decision about cut scores based on published descriptors for each level **with reference to candidates' performance in 2012**





## Overall Level Awarded

- Based on the candidates' total scores (from public examination and the SBA)
- The cut scores determined by the panel of judges are matched onto the scale obtained in the 2nd step above
- ❖ The SBA results will be moderated based on the judgment of panels of external moderators through the inspection of samples.





# Getting to know the standards

You become familiar with the standards by studying the

- descriptors for each level
  - Curriculum and Assessment (C&A) Guide,
  - annotated examples, and
  - sample tasks.
- ❖ While reading, think of your experiences with students you have taught, who have produced work of a similar standard. This will give you a ‘mental picture’ of the knowledge, skills and understanding represented by that level.





# Assessment Framework





# HKDSE Music Assessment Framework

## Compulsory

Part	Mode	Duration
Paper 1: Listening (40%)	Public Written Exam	2.5-3hrs
Paper 2: Performing I (20%)	SBA	~ 30 mins
Paper 3: Creating I (20%)	Portfolio External assessment	N.A.





# HKDSE Music Assessment Framework

## Elective

Part	Mode	Duration
Paper 4: Special Project (20%)	Project report External assessment	N.A.
Paper 5: Performing II (20%)	Practical External assessment / Recognised Qualifications	~ 30 mins
Paper 6: Creating II (20%)	Portfolio External assessment / Recognised Qualifications	N.A.





# Level Descriptors

**Dr YIP Lai-chi, Rita**

Assistant Professor, Music Division, HKIEd





## Standards-referenced Reporting (SRR)

- ❖ There are **5 levels** of performance (5 being the highest and 1 the lowest) illustrated by level descriptors and samples of performance
  
- ❖ The level scale summarises **how well** students achieve at each level by describing
  - the depth of knowledge and understanding  
and
  - the range of skillsthat students attaining that standard typically show





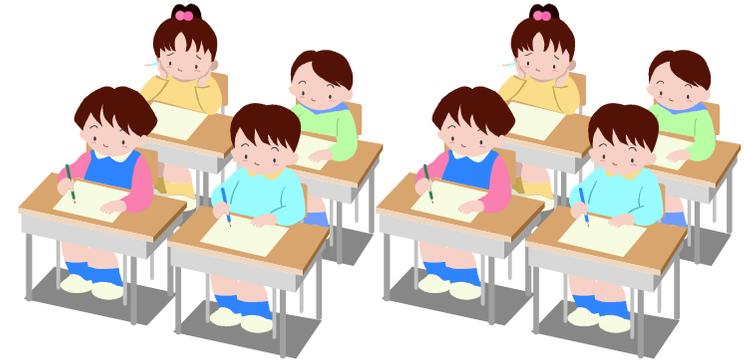
# Level Descriptors

- ❖ Drafted through analyzing students' performance in the pilot test and past examinations
- ❖ Show generic performance of students, in terms of both knowledge and skills
- ❖ Show **typical performance** of candidates at different levels of achievement
- ❖ Accompanied by annotated samples of students' work to illustrate **typical performance** at each level
- ❖ Subject to review after the 2012 exam





## Pilot Testing



- ❖ On October 2007, 10 schools, 40 F.6 students (taken CE Music before) participated in the test
- ❖ Selected questions excluding those from new syllabus topics were used
- ❖ Collected data about the performance of students with different abilities from a range of schools
- ❖ The samples have been graded by teams of professionals, and experienced, practicing teachers





# HKDSE Music Level Descriptors (Draft)

## ❖ Listening

- listening skills
- knowledge of the compositional devices, artistic qualities of music genres and styles
- understanding of music

## ❖ Performing

- style
- technique and expression
- interpretations
- ensembleship





# HKDSE Music Level Descriptors (Draft)

## ❖ Creating

- ideas and materials
- structure and styles
- performing media
- reflective report
- notation





# Hong Kong Diploma of Secondary Education Music DRAFT LEVEL DESCRIPTORS

Listening	<b>Level 5</b> exhibits outstanding listening skills and an excellent level of competence in the identification and notation of music elements; demonstrates extensive knowledge of the compositional devices, artistic qualities of diverse music genres and styles in connection with various historical and cultural contexts; shows sophisticated use of music terminology and logical argument to convey an understanding of music.
Performing	performs different types of music excellently and in style with flair which commands the attention of the listener; displays advanced technique and sophisticated expression; explains and justifies the interpretations comprehensively; demonstrates a strong sense of ensembleship.
Creating	creates and develops music ideas and materials innovatively with an assured direction and purpose; demonstrates coherent music structure and styles; exploits potentials of the performing media thoroughly; explains and reflects on the compositional process critically; conveys musical thoughts with accomplished notation.



# DRAFT LEVEL DESCRIPTORS

 <p><b>Level 4</b></p>	<p>exhibits broad listening skills and a good level of competence in the identification and notation of music elements; demonstrates sound knowledge of the compositional devices, artistic qualities of diverse music genres and styles in connection with various historical and cultural contexts; shows good use of music terminology and detailed argument to convey an understanding of music.</p> <p>performs different types of music competently and in style; displays well-developed technique and highly sensible expression; explains and justifies the interpretations convincingly; demonstrates a good sense of ensembleship.</p> <p>creates and develops music ideas and materials competently with a focused direction and purpose; demonstrates well-informed music structure and styles; exploits potentials of the performing media distinctively; explains and reflects on the compositional process explicitly; conveys musical thoughts with detailed notation.</p>
<p><b>Level 3</b></p> 	<p>exhibits moderate listening skills and a satisfactory level of competence in the identification and notation of music elements; demonstrates relevant knowledge of the compositional devices, artistic qualities of diverse music genres and styles in connection with various historical and cultural contexts; shows adequate use of music terminology and satisfactory argument to convey an understanding of music.</p> <p>performs different types of music responsively and with an awareness of style; displays fair technique and appropriate expression; explains and justifies the interpretations clearly; demonstrates a secure sense of ensembleship.</p> <p>creates and develops music ideas and materials with a recognized direction and purpose; demonstrates apparent music structure and styles; exploits potentials of the performing media reasonably; explains and reflects on the compositional process clearly; conveys musical thoughts with comprehensible notation.</p>

# DRAFT LEVEL DESCRIPTORS

 <b>Level 2</b>	<p>exhibits some listening skills and a basic level of competence in the identification and notation of music elements; demonstrates partial knowledge of the compositional devices, artistic qualities of music genres and styles in connection with various historical and cultural contexts; shows partial use of music terminology and brief explanation to convey an understanding of music.</p> <p>performs different types of music routinely and with some attention to style; displays fundamental technique and some expression; explains and justifies the interpretations partially; demonstrates some sense of ensembleship.</p> <p>creates and develops music ideas and materials with partial awareness of direction and purpose; demonstrates noticeable music structure and styles; partially applies the characteristics of the performing media; explains and reflects on the compositional process briefly; displays musical thoughts with discernible notation.</p>
<b>Level 1</b>	<p>exhibits simple listening skills and an elementary level of competence in the identification and notation of music elements; demonstrates knowledge of the compositional devices, artistic qualities of music genres and styles in connection with a small range of historical and cultural contexts; shows some use of simple music terminology and minimal explanation to convey an understanding of music.</p> <p>performs different types of music hesitantly and with occasional awareness of style; displays elementary technique and plays mechanically; explains the interpretations superficially; attempts to demonstrate a sense of ensembleship.</p> <p>creates music ideas and materials with some sense of direction and purpose; demonstrates barely discernible music structure and styles; shows some understanding of the characteristics of the performing media; describe the compositional process and display musical thoughts with notation in a brief manner.</p>





## The 5 Levels of SRR

- ❖ A panel of judges determine the boundaries between levels with reference to
  - 1. Level descriptors
  - 2. Previous CE & AL results
  
- ❖ Annotated students' samples were selected to illustrate **typical** performance at each level.





## Using the Level Descriptors

- ❖ Consider the knowledge and skills covered up to that point in time,
- ❖ **Identify** each student's achievement **with reference to the standards** represented by each level, and
- ❖ make a professional judgement and give the level that **best matches the standard the student has achieved.**





## Using the Level Descriptors

1. Monitoring student progress
2. Obtaining consistent teacher judgement
3. Allocating levels within school
4. Reporting to parents
5. Reporting to public





## Using the Level Descriptors

In a Standards-referenced Reporting

- ❖ **A level labels a standard not a student**
- ❖ Students get the level that **best matches** the standard of their achievement
- ❖ There is **no limit to the number** of students set to each level within their class or school

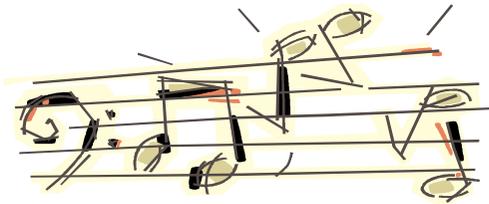




# HKDSE Music Sample Paper - Listening

**Mr. PAK, Christopher**

Senior Lecturer, School of Music,  
HKAPA





# Public Assessment

Based on

- ❖ New Senior Secondary Curriculum and Assessment Guide (C&A Guide) (Secondary 4—6) Music jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority
- ❖ Assessment Framework prepared by the Hong Kong Examinations and Assessment Authority





# Design of Sample Paper

- ❖ Covers every topics in C&A guide (p. 8)
  - listen to and study musical works from the following periods and genres: music in the Western classical tradition from the Baroque period to the 20th Century, Chinese instrumental music, Cantonese operatic music, and local and Western popular music.
  - use appropriate music terminology / notations to demonstrate the development of aural perception and knowledge about music elements, structures, expressive qualities and compositional devices.
  - describe and discuss music in relation to its historical and cultural contexts.





# Design of Sample Paper

- ❖ Questions testing knowledge and concepts
- ❖ Questions testing analytic ability
- ❖ Questions on higher order thinking skills
- ❖ Allocation of marks reflects the complexity of the question
- ❖ Answer spaces allowed reflects the length of the answers required
- ❖ Questions will be of various kinds, such as multiple-choice questions, matching, as well as long or short questions.





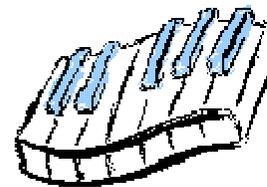
## Paper 1: Listening (40%)

### ❖ Part A

- Music in the Western classical tradition (20%)

### ❖ Part B

- Chinese instrumental music (8%)
- Cantonese operatic music (6%)
- Local and Western popular music (6%)





## Content/Ability Coverage

Syllabus Topic		Abilities tested			
		Knowledge	Comprehension	Application	Analysis
1	Music in the Western classical tradition	Q1, Q3a,b	Q3c, Q4	Q2b	Q2a,c, Q3d, Q4
2	Chinese instrumental music	Q5a,c,d	Q5e, Q6c	Q6a, b	Q5b, Q6d



● ● ● **Content/Ability Coverage**

Syllabus Topic		Abilities tested			
		Knowledge	Comprehension	Application	Analysis
3	Cantonese operatic music	Q7a, c, Q8 b,c	Q8d	Q8a	Q7b
4	Local and Western popular music	Q9a	Q9c, Q10c,d	Q10a	Q9b, Q10b
Total		22 (22%)	29 (29%)	18 (18%)	31 (31%)





# Sample Paper illustrations

<p>HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION</p> <p><b>MUSIC PAPER 1 (Sample Paper)</b> Question-Answer Book</p> <p>This paper must be answered in English.</p> <p><b>INSTRUCTIONS</b></p> <p>(1) Write your Candidate Number in the space provided on Page 1.</p> <p>(2) Stick barcode labels in the spaces provided on Pages 1, 3 and 5.</p>		<p>Draft as of October 2008</p> <p>Please stick the barcode label here.</p> <p>Candidate Number <input type="text"/></p> <table border="1"><thead><tr><th></th><th>Marker's Use Only</th><th>Examiner's Use Only</th></tr></thead><tbody><tr><td></td><td>Marker No.</td><td>Examiner No.</td></tr><tr><th>Question No.</th><th>Marks</th><th>Marks</th></tr><tr><td>1</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr></tbody></table>		Marker's Use Only	Examiner's Use Only		Marker No.	Examiner No.	Question No.	Marks	Marks	1			2			3		
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	Marker No.	Examiner No.																		
Question No.	Marks	Marks																		
1																				
2																				
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# Pilot Test Marking

**Ms WONG Siu-to, Victoria**  
Ying Wa Girls' School





## Performance of Students

- ❖ Total no. of candidates: 40
- ❖ Paper max. mark: 85 (excluded Q7,8)
- ❖ Mark range attained: 27 – 63 marks (32% - 74%)

	Part A				Part B		Part B	
	Q1 (8M)	Q2 (10M)	Q3 (12M)	Q4 (20M)	Q5 (7M)	Q6 (13M)	Q9 (5M)	Q10 (10M)
Mean	4.7 59%	5.6 56%	5.5 46%	9.3 47%	2.3 33%	4.5 35%	1.6 32%	5.3 53%
Sub-mean	25.1 (50%)				6.8 (34%)		6.9 (46%)	





## Points to Note

### *Western Music (Q1-4)*

- \*Western music knowledge much stronger
- \*Q3 is relatively poor since OPERA is not included in the present HKCEE syllabus
- \*The range of mark tends to be great for analytical type of questions

### *Chinese Instrumental Music (Q5-6)*

- \*Relatively weaker foundation, especially knowledge on musical instruments
- \*Fail to answer analytical type of questions

### *Canton Pop and Western Pop (Q9-10)*

- \*Poor answers for analytical type of questions too





# Annotation of Exemplars Paper 1 (Listening)

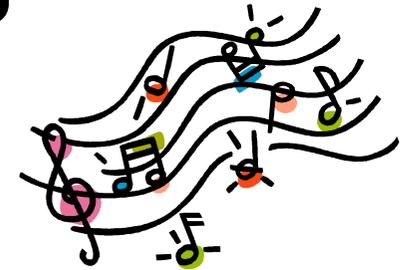
**Mr. PAK, Christopher**

Senior Lecturer, School of Music,  
HKAPA





# HKDSE Music Paper 3 - Creating



**Dr Joshua CHAN**

Chairperson of Music Department, HKU





## Paper 3: Creating I (20%)

- ❖ To submit a **portfolio for external assessment**.
  - two or more compositions (12%),
    - the total duration of which should be approximately five to 15 minutes, with at least one composition for an ensemble;
  - one music arrangement (4%),
    - the duration of which should be approximately three to five minutes, with the requirements that students should make the arrangement on an original piece, and that the score of the original piece has to be submitted together with the arrangement; and
  - a reflective report (4%) of about 500 words.





## Criteria and Standard

- ❖ Based on New Senior Secondary Curriculum and Assessment Guide
- ❖ Subject to review after the 2012 exam





## Assessment Criteria of Creating (Draft)

- ❖ Ideas & Development
  - musical ideas, development techniques
  
- ❖ Structure
  - direction, coherency
  
- ❖ Use of Medium & Notation
  - idiomatic writing, knowledge and understanding of the characteristics and potentials of the performing medium and scoring conventions



# Assessment Criteria of Creating (Draft)



Criteria	Excellent	Good	Average	Fair	Elementary
Ideas & Development	<p>Exhibits originality and innovation in the presentation of ideas and materials, with a strong sense of purpose.</p> <p>Uses outstanding developmental processes to extend and connect ideas, and shows a strong grasp across a wide range of techniques</p>	<p>Exhibits good musical ideas and materials with a clear sense of purpose.</p> <p>Uses effective developmental processes to extend and connect ideas, and shows a good grasp of intended results</p>	<p>Exhibits reasonable musical ideas and materials with some sense of purpose.</p> <p>Uses some standard development techniques to extend ideas without much imagination and inventiveness</p>	<p>Exhibits fundamental ideas and materials with inaccurate presentation.</p> <p>Shows some attempts in the treatment of various ideas, but the techniques are limited in scope and range</p>	<p>Exhibits elementary ideas, lacking focus and meaning.</p> <p>Shows little or no distinct evidence of an understanding of developmental processes</p>

Structure	Demonstrates inventiveness and originality in the treatment of musical materials to achieve convincing formal coherency	Demonstrates good connections and contrasts among different musical materials with a focused direction and structure	Demonstrates apparent relationships among different materials, but in a straightforward and unimaginative manner	Demonstrates some structural evidence, but with obvious imbalance in proportion with limited continuity and contrast	Demonstrates little evidence of structure and coherency, lacking relationship or contrast
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## Assessment Criteria of Creating (Draft)

Criteria	Excellent	Good	Average	Fair	Elementary
Use of Medium & Notation	Displays excellent idiomatic writing; having the characteristics and potentials of the performing medium thoroughly explored, with accomplished scoring to represent the intended music effectively	Displays knowledge and understanding of the characteristics and potentials of the performing medium and scoring conventions, but with minimal errors or ambiguities	Displays reasonable understanding of the characteristics and potentials of the performing medium, with comprehensible scoring but minor errors, omissions and ambiguities	Displays some understanding of the characteristics of the performing medium, with adequate notation but major errors, omissions and ambiguities	Displays little understanding of the characteristics of the performing medium, with incomplete notation and serious errors, omissions and ambiguities

### Unsatisfactory

Displays no distinct musical ideas and basic techniques, with no sense of structure, unsuitable choice of performing medium, and poor presentation





Thank You  
Q & A

