

Department of Examinations, Sri Lanka
G.C.E. (Ordinary Level) Examination - 2020
Final Assessment under School Based Assessments Relevant for
41 - Music (Western) in Grade 11

Instructional guide relevant to the Western Music final practical assessment for Grade 11 to be conducted for the year 2020, is given below.

- This assessment consists of five activities.

The assessment will evaluate the candidate's Instrumental, Singing and Technical Skills related to the subject.

Activity No.	Activity	Time (minutes)	Number of Criteria	Marks
1	Listening Test	30	5	20
2	Performance: 2.1 Recorder	3	5	20
	2.2 Piano / any instrument	3	5	20
	2.3 Singing	3	3	12
3	Sight Reading or Singing	3	2	08
4	Scales	3	2	08
5	Practical activity	4	3	12
				100

- All assessment activities will be conducted individually except the Listening Test.
- The Listening Test will be simultaneously conducted for all the students on a date scheduled by the department of Examinations.
- It is the responsibility of the Principal and the Western Music teacher of the school to provide a classroom in a suitable environment to conduct the examination.
- The Western Music teacher should also provide a piano (properly tuned) or a keyboard suitable for the examination.

The Board of Examiners

- The Board of Examiners comprises of 3 members, nominated by the relevant authorities.

Chief Examiner - A Subject Director with experience in teaching Western Music / An In Service Adviser for the subject / An experienced teacher who teaches Western Music for Grade 10 & 11.

Assistant Examiner 01 - An experienced teacher in the relevant province/Education Zone who teaches Western Music for Grade 10 & 11.

Assistant Examiner 02 - The relevant school's Western Music teacher.

- The school's Western Music teacher (2nd Assistant Examiner) will also be the accompanist.

Marking Process

- The marks will be awarded according to the criteria given below:
- There should be agreement amongst the members of the examination board on all marks being awarded.

Marks	Levels	Description
4	Excellent	High sense of musical skills in the specific areas.
3	Good	Largely accurate with a few shortcomings.
2	Satisfactory	Generally accurate with some inconsistencies and inaccuracies
1	Needs Improvement	Very limited musical skills in all areas

The marks will be documented in three mark sheets.

1. Individual Detailed mark sheet

- An individual detailed mark sheet will be used to document the marks of each candidate.
- Circle the mark awarded for each criterion for the relevant activities.
- Total for the criteria in the relevant activity should be entered in the box in the extreme right
- The final score for the total of all five activities should be entered in the box at the bottom of the page.
- All members of the board should certify the accuracy of each mark sheet.

2. Summarized mark sheet

- All marks of candidates for each day should be documented in a summarized mark sheet daily.
- Marks for all 5 activities and the total mark awarded for each candidate should be entered in the composite sheet.
- All members of the board should certify the accuracy of each mark sheet.

3. Computerized Final Mark Sheet

- The final total mark of all five activities of each candidate should be entered to the computerized Final mark sheet in figures and words.

ACTIVITIES IN DETAIL

Activity 01 - Listening (From all areas of the syllabus) - (20 marks)

- Listening test paper will be given to all students.
- Students will listen to the music track played by the examiners and write or mark the correct answer
- Questions are based on the following topics: (Each question has four sections)
 - (i) Scales (ii) Intervals (iii) Tonality of passage (iv) Cadences (v) Rhythm
 - (vi) Types and styles (vii) Instruments (viii) Sri Lankan composition
 - (ix) Period of music history (x) Composers

(1/2 mark x 4 sections per question x 10 questions = 20)

Criteria:

Aural perception of ..

- | | |
|------------------------------------|-----------|
| - scales and intervals | - 4 marks |
| - tonality and cadences | - 4 marks |
| - rhythm and types & styles | - 4 marks |
| - instruments and Sri Lankan Music | - 4 marks |
| - history of music | - 4 marks |

(1/2 mark x 4 sections per question x 10 questions = 20)

A specimen assessment form is given in page no 11

Activity 2– Performance (Instrumental & Singing) (52 marks)

(2.1) Recorder Piece – Set Piece

Play one from the pieces listed in the book (Teacher's Guide).

The teacher should accompany on the Keyboard / Piano **(20marks)**

Criteria:

- | | |
|---|-----------|
| - Note accuracy | - 4 marks |
| - Tempo and rhythmic accuracy | - 4 marks |
| - Hand and finger position | - 4 marks |
| - Phrasing, breath control and tone quality | - 4 marks |
| - Dynamics/ expression and overall interpretation | - 4 marks |

(2.2) Piano / Instrumental Piece – Choice Piece

A composition of suitable standard, not less than 16 bars.

Piano, Keyboard, or any other instrument of the student's choice *except Recorder*

Candidates performing on Electric Organ may be permitted to use preset **rhythmic accompaniments only** at their discretion. (However, chord changes must be made manually)

criteria:

Exhibits competencies in

- Note accuracy - 4 marks
- Tempo and rhythmic accuracy - 4 marks
- Technical facility - 4 marks
- Phrasing and tone quality - 4 marks
- Dynamics / expression and overall interpretation - 4 marks

(20 marks)

(2.3) Singing - from the given list

Sing one song from the list given in the book (Teacher's Guide).

The school Music teacher should accompany the singing but the candidate may accompany his/her singing according to his/her discretion.

Criteria:

Exhibits competencies in

- Pitch, Tempo and rhythmic accuracy - 4 marks
- Lyrics and diction - 4 marks
- Dynamics/ expression and presentation - 4 marks

(12 marks)

Activity 03 – Sight reading or singing – Recorder or Vocal (8 marks)

Candidate will be required to read and play/ sing an extract of 8 bars chosen by the chief examiner.

Criteria:

Exhibits competencies in

- Pitch accuracy - 4 marks
- Rhythmic fluency - 4 marks

Activity 04 – Scales (8 marks)

Two scales (a minor and a major) must be played from the given list on the Recorder and on the Piano

- (i) Keyboard / piano – C, G, D, F, B flat majors and A & D Harmonic minor (One octave hands together)
- (ii) Recorder – C, D, F majors and D Harmonic minor

Criteria:

Exhibits competencies in

- Pitch accuracy - 4 marks
- Rhythmic fluency - 4 marks

Activity 05 – Practical activity (12 marks)

(i) The two phrases (i & ii) given below will be played twice by the examiner. The candidate will be required to: -

- Clap or tap the rhythm
- Beat time while the same phrase is played harmonized again and state the time as duple, triple, quadruple - simple or compound. (4 marks)

(ii) Read and clap the rhythm patterns given on a monotone. (4 marks)

(iii) Listen to the tune played and respond in a rhythmic or melodic manner. (4 marks)

Criteria:

Exhibits competencies in

- Aural recognition - 4 marks
- Rhythmic response - 4 marks
- Improvisation - 4 marks

Marking Criteria Used to decide on the mark for the Assessment Activities 2- 5

2. Performance

2.1 Recorder : - Play one of the pieces listed in the book on the Recorder Set piece – Instrumental

Criteria (4 marks each)	Excellent 4 marks	Good 3 marks	Satisfactory 2 marks	Needs further improvement 1 mark
Note accuracy	<ul style="list-style-type: none"> - Very fluent, accurate notes and intonation. - No mistakes in identifying notes. - Plays the piece effortlessly, with virtually no mistakes in pitch. 	<ul style="list-style-type: none"> - 25% or less incorrect notes. - Is close to the written music and correct intonation. - Errors do not weaken the overall performance. 	<ul style="list-style-type: none"> - 50% or more incorrect notes. - Insufficient intonation to maintain tonality. - Errors weaken the overall performance 	<ul style="list-style-type: none"> - 75% or more incorrect notes - Weak intonation. - - Poor overall performance
Tempo & Rhythmic accuracy	<ul style="list-style-type: none"> - Maintains fluency, with flexibility in tempo and rhythm where appropriate. - Holds each note for its full rhythmic value. - Conveys rhythmic character well. 	<ul style="list-style-type: none"> - Suitable tempo with stable pulse. - Does not hold some notes/ rests for their full rhythmic value - But these have minimal effect on the overall tempo and rhythm. 	<ul style="list-style-type: none"> - Unsuitable tempo with irregular pulse and inaccurate rhythm. - Does not hold notes/rests for their full value. 	<ul style="list-style-type: none"> - Uncertain tempo. - Inaccurate rhythms. - Many pauses. - Notes and/or rests were not held for their full value.
Hand/ finger position	<ul style="list-style-type: none"> - Correct posture. - Hands are in the correct placement. - Fingers are all correctly aligned over tone holes. 	<ul style="list-style-type: none"> - Correct posture. - Hands are in the right order. - Fingers are not in the correct place always. 	<ul style="list-style-type: none"> - Some difficulties to remember Correct placement. - Fingers are not always aligned over correct tone holes. 	<ul style="list-style-type: none"> - Struggles to place hands in Correct position. - Fingers are not aligned over each tone hole.
Phrasing, breath control and tone quality	<ul style="list-style-type: none"> - Good phrasing. - Student demonstrates an awareness of the structure and direction of the melody. - Excellent breath control with very rare or no squeaking or under blowing - Sensitive use of tonal qualities. 	<ul style="list-style-type: none"> - Some phrasing, but only on partial phrases. - Some notes were played disconnected from the rest. - Good breath control with very few squeaks or wavering. - Tone is resonate and mostly clear. 	<ul style="list-style-type: none"> - Little phrasing . - Sometimes over or under blowing causing some squeaking or wavering tones. - Inadequate tonal awareness. 	<ul style="list-style-type: none"> - Very little of no phrasing. - Each note was played as an individual note. - Over blowing creating squeaking tones or under blowing creating wavering tones. - Not sealing off tone holes creating "whistle" tones.
Dynamics/ Expression & Overall interpretation	<ul style="list-style-type: none"> - Excellent use of dynamics and expression enhanced the performance by adding appropriate depth and emotional range 	<ul style="list-style-type: none"> - Used some dynamics and expression generally appropriate - Created a fair level of depth and emotional range 	<ul style="list-style-type: none"> - Used little dynamics and expression. - Poor interpretation of the music. 	<ul style="list-style-type: none"> - Very little or no expression or use of appropriate dynamics. - Could not perform in stylistic manner.

(20 marks)

2.2 Choice piece: Piano or any other instrument-(Not less than 16 bars), (excluding the Recorder):

Criteria (4 marks each)	Excellent 4 marks	Good 3 marks	Satisfactory 2 marks	Needs further improvement 1 mark
Note accuracy	<ul style="list-style-type: none"> - Very fluent and accurate notes and intonation. - No mistakes in identifying notes. - Plays the piece effortlessly, with virtually no mistakes in pitch 	<ul style="list-style-type: none"> - 25% or less incorrect notes. - Is close to the written music, and intonation. - Errors do not weaken the overall performance 	<ul style="list-style-type: none"> - 50% or more incorrect notes. - Insufficient reliable intonation to maintain tonality 	<ul style="list-style-type: none"> - 75% or more incorrect notes and intonation.
Tempo & Rhythmic accuracy	<ul style="list-style-type: none"> - Maintains fluency, with flexibility in tempo and rhythm where appropriate. - Holds each note for its full rhythmic value. - Conveys rhythmic character well. 	<ul style="list-style-type: none"> - Suitable tempo with stable pulse. - Does not hold some notes/ rests for their full rhythmic value. - But these have minimal effect on the overall tempo and rhythm. 	<ul style="list-style-type: none"> - Unsuitable tempo with irregular pulse, with inaccurate rhythm. - Does not hold notes/rests for their full value. 	<ul style="list-style-type: none"> - Uncertain tempo. - Inaccurate rhythms. - Many pauses. - Notes and/or rests were not held for their full value.
Technical facility	<ul style="list-style-type: none"> -Correct posture. -Hands and fingers are in the correct position. -Technical demands of the music are fulfilled 	<ul style="list-style-type: none"> - Correct posture, hands and finger position are inconsistent. - Technical demands of the music are mostly fulfilled with only momentary uncertainties. 	<ul style="list-style-type: none"> - General use of correct posture, hands and finger position - Technical demands of the music Are hardly managed 	<ul style="list-style-type: none"> - Incorrect posture, struggles with hand and finger position - Little or no control over the Technical demands of the music
Phrasing, and tone quality	<ul style="list-style-type: none"> - Good phrasing. Student demonstrates an awareness of the structure and direction of the melody. - Sensitive use of tonal qualities. 	<ul style="list-style-type: none"> - Some phrasing, but only on partial phrases. Some notes were played disconnected from the rest. - Generally reliable tonal awareness 	<ul style="list-style-type: none"> - Some or little phrasing. - Inadequate tonal awareness. 	<ul style="list-style-type: none"> - Very little or no phrasing. - Each note was played as an individual note - No tonal control
Dynamics/ Expression & Overall interpretation	<ul style="list-style-type: none"> - Excellent use of dynamics and - Expression enhanced the performance by adding appropriate depth and emotional range - Highly effective interpretation 	<ul style="list-style-type: none"> - Used some generally appropriate dynamics and expression - Created a fair level of depth and emotional range - Basically reliable interpretation 	<ul style="list-style-type: none"> - Used little dynamics and expression. - Limited interpretation of the music. 	<ul style="list-style-type: none"> - Very little or no expression or use of appropriate dynamics and expression. - Could not perform in a stylistic manner.

★ Please Note that candidates performing on Electric Organ may be permitted to use preset **rhythmic accompaniments only** at their discretion. (However chord changes must be made manually)

(20 marks)

2.3 Singing (Sing one of the pieces listed in the book.)

Criteria	Excellent 4 marks	Good 3 marks	Satisfactory 2 marks	Needs further improvement 1 mark
Pitch, Tempo & Rhythm (4 Marks)	<ul style="list-style-type: none"> - Accurate pitching of notes. - Singing matches throughout the whole melody and it stays within the key. - Sings rhythmically sustaining the correct tempo. 	<ul style="list-style-type: none"> - The vocal line follows the melodic contour, but there are few off pitch parts. - Most of the rhythms are on the beat and proper length, but there are too long or too short sounds. 	<ul style="list-style-type: none"> - Singing doesn't match the melody, but there are some vocal parts in pitch. - Most of the rhythms are in time and of proper length but sometimes there are a few inaccuracies. 	<ul style="list-style-type: none"> - Pitches are not clear. - It sounds almost like speaking. - No understanding of the change of pitches - Rhythm is not clear. - Tempo cannot be maintained throughout the performance.
Lyrics/ Diction (4 Marks)	<ul style="list-style-type: none"> - All the words are clear and easy to understand with accurate diction. - Well-articulated 	<ul style="list-style-type: none"> - The lyrics are understandable, but there are a few unclear words. - Sings generally with accurate diction and clear articulation. 	<ul style="list-style-type: none"> - The lyrics are generally not clear and uncertain. - Lacks clear sounds and accurate diction. 	<ul style="list-style-type: none"> - Most of the lyrics are not known - Diction is inaccurate.
Expression , Dynamics and Presentation (4 Marks)	<ul style="list-style-type: none"> - Shows above average level of understanding on dynamics and how they relate to a phrase. - Maintains expressions throughout the performance appropriately. - Overall performance is consistent 	<ul style="list-style-type: none"> - Dynamics are observed as written, but there are no dynamics or expressions outside of what is written - Overall performance is generally consistent. 	<ul style="list-style-type: none"> - Attempts dynamics. - Dynamics do not match the given markings - Tone suffers. - Overall performance is generally inconsistent. 	<ul style="list-style-type: none"> - Dynamics and expressions are unvaried. - Overall performance is always inconsistent and monotonous.

(12 marks)

3.0 Notational reading or singing (on the Recorder or Singing at the candidate's discretion.)

Criteria	Excellent 4 marks	Good 3 marks	Satisfactory 2 marks	Needs further improvement 1 mark
Pitch accuracy (4 Marks)	- All notes played/ sung correctly with musical details realized.	- Generally maintained Continuity with a good degree of accuracy in pitch. - Pitch outlines in place, despite a few errors	- Lacking overall continuity - Many incorrect notes with no attention to musical details	- Limited accuracy in notes and no attention to musical details. - Pitch outlines lost completely.
Rhythmic fluency (4 Marks)	- Fluent and rhythmically accurate	- Continuity generally maintained with note values mostly realized.	- Limited sense of fluency with lack of basic control of pulse and rhythm	- Rhythm is not clear. - Incorrect note values.

(8 marks)

4.0 Scales

Two scales must be played from the given list on the Recorder and on the Piano

- (i) Keyboard / piano – C, G, D, F, B flat majors and A & D Harmonic minor
- (ii) Recorder – C,D,F majors and D Harmonic minor

Criteria	Excellent 4 marks	Good 3 marks	Average 2 marks	Needs further improvement 1 mark
Pitch accuracy (4 Marks)	- All notes played correctly with musically shaped, prompt response	- Generally maintained continuity with a good degree of accuracy in pitch. - Mainly even tone	- Frequent errors in notes. - Lacks continuity.	- Limited accuracy in notes. - Lack of tone control
Rhythmic fluency (4 Marks)	- Fluent and rhythmically accurate. - Confident responses.	- Continuity generally maintained with note values mostly realized.	- Limited sense of fluency with lack of basic control of pulse and rhythm. - Some uncertain responses.	- Rhythm is not clear. - Incorrect note values. - Several scales not attempted uncertain responses.

(8 marks)

5.0 Practical Activity

- (i) The two phrases (i & ii) given below will be played twice by the examiner. The candidate will be required to :-
- Clap or tap the rhythm
 - Beat time while the same phrase is played harmonized again and state the time as duple, triple, quadruple - simple or compound.
- (ii) Read and clap the rhythm patterns given on a monotone.
- (iii) Listen to the tune played and respond in a rhythmic or melodic manner.

Criteria	Excellent 4 marks	Good 3 marks	Average 2 marks	Needs further improvement 1 mark
Aural (4 marks)	- Promptly responses with a good senses of fluency and accuracy in rhythm	- Generally responses with a fair sense of fluency and accuracy in rhythm with occasional errors	- Generally hesitant responses With limited fluency and accuracy with a number of errors	- Uncertain responses. - Many restarts with very little or no sense of fluency and accuracy in rhythm.
Rhythmic response (4 marks)	- A very high degree of accuracy in notes. - Excellent sense of fluency with the control of plus and rhythm	- A fair accuracy in notes despites a few slips. - A general sense of fluency with some consistencies of plus and rhythm	- Generally limited accuracy in notes with errors	- Little or no sense of fluency in pulse and rhythm
Improvisation (Answering Phrase) (4 marks)	- Highly creative and imaginative responses. - Excellent sense of fluency and musical structure	- A fair sense of fluency is displayed in the musical structure. - Displays overall creative and imaginative responses	- Displays a limited sense of musical structure - Lack of creativity and imaginative response	- Little or no sense of the given phrase and musical structure - Uncertain and hesitant responses.

(12 marks)

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Final Assessment under School Based Assessments Relevant for
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Activity 1- Listening
MODEL ASSESSMENT FORM

Index Number

Listen carefully to the music played for each question and write the answer or tick (✓) the answer against the appropriate number.

All relevant music tracks for the questions of activity 1 will be played twice.

2 marks per section (2x10 = 20)

Question No. 1

Identify the type of scale.

Section	Major	Harmonic Minor	Melodic Minor	Whole Tone Scale
1				
2				
3				
4				

Question No. 2

Name the interval played.

1	
2	
3	
4	

Question No.3

Identify the tonality of the following passages of music.

Section	Major throughout	Major ending in Minor	Minor throughout	Minor ending in Major
1				
2				
3				
4				

Question No. 4

Name the Cadence.

Section	Perfect	Imperfect	Interrupted	Plagal
1				
2				
3				
4				

Question No. 5

Identify the Time of the pieces played.

Section	Simple Duple	Simple Triple	Simple Quadruple	Compound Duple
1				
2				
3				
4				

Question No. 6

Identify the types and styles of the following passages of music.

Section				
1				
2				
3				
4				

Question No. 7

Identify the Instruments (of the orchestra)

Section				
1				
2				
3				
4				

Question No. 8

Name the form of the Sri Lankan compositions (as Nurthi, Nadagam... etc.)

Section				
1				
2				
3				
4				

Question No.9**Identify the period of the music played.**

Section	Baroque period	Classical period	Romantic period	Modern Period
1				
2				
3				
4				

Question No. 10**Identify the name of the piece of music played.**

Section				
1				
2				
3				
4				

Listening Activity Total Marks:

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Detailed Mark Sheet

Index Number: - Date: - Board No:-

Allocation of Marks (Activity 01 to Activity 05) According to the criteria of the activities circle the mark decided for each candidate.				
Excellent – 4 / Good - 3 / Satisfactory – 2 / Needs further improvement - 1	4	3	2	1

Total Mark

Activity 01 Listening	Scales and intervals
	Tonality and cadences
	Rhythm and types & styles
	Sri Lankan Music and Instruments
	History of music

Recorder Piece

Activity 02 2.1 Performance	Recorder	-Note accuracy	4	3	2	1
		-Tempo & rhythmic accuracy	4	3	2	1
		-Hand & Finger position	4	3	2	1
		-Phrasing, breath control and tone quality	4	3	2	1
		-Dynamics, expression and overall interpretation	4	3	2	1

Piano/ Instrumental piece

Activity 02 2.2 Performance	Piano/ any instrument	-Note accuracy	4	3	2	1
		-Tempo & rhythmic accuracy	4	3	2	1
		-Technical facility	4	3	2	1
		Phrasing and tone quality	4	3	2	1
		Dynamics, expression and overall interpretation	4	3	2	1

Song

Activity 02 2.3 Performance	Singing	-Pitch, Tempo & rhythmic accuracy	4	3	2	1
		-Lyrics and diction	4	3	2	1
		- Dynamics, expression and overall interpretation	4	3	2	1

Activity 03 Performance	Sight reading /singing	-Pitch, accuracy	4	3	2	1
		Rhythmic fluency	4	3	2	1
Activity 04 Performance	Scales	-Pitch, accuracy	4	3	2	1
		-Rhythmic fluency	4	3	2	1
Activity 05 Performance	Practical activity	-Pitch, accuracy	4	3	2	1
		Rhythmic fluency	4	3	2	1

Final mark out of 100

Checked the final mark. Final mark is correct.

1. Assistant Examiner 01- Name;-..... Code No..... Signature.....
2. Assistant Examiner 02 - Name;-.....Code No..... Signature.....
3. Chief Examiner - Name;-..... Code No..... Signature.....

Index Number: - Date: - Board No:-.....

1. Name of Assistant Examiner 01 Signature
Code Number

2. Name of Assistant Examiner 02..... Signature
Code Number

3. Name of the Chief Examiner..... Signature
Code Number