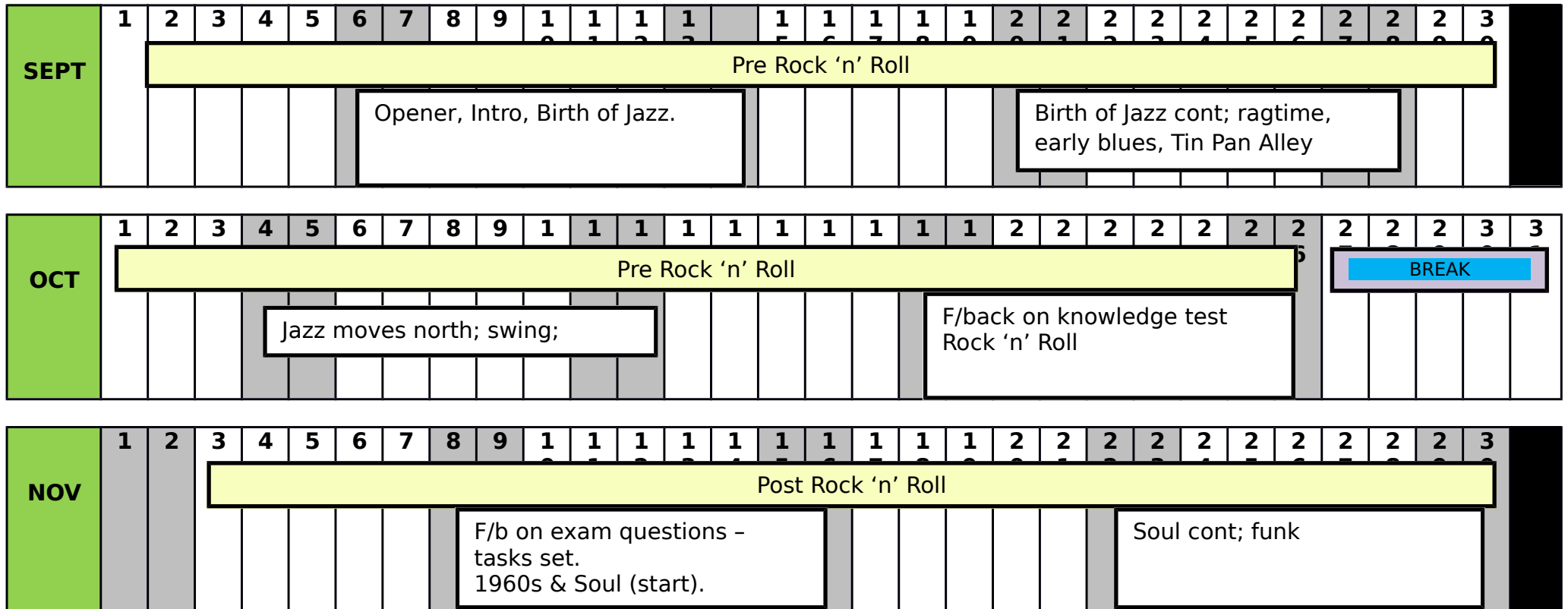


# Year 12 A LEVEL Assessment Timeline

The following timeline marks out the **factual** and **exam skills** assessment tasks

<b>SUBJECT AREA</b>	<b>Music Tech: Unit 2 History of Pop Music</b>
<b>YEAR</b>	<b>12</b>



DEC	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	
	Post Rock 'n' Roll																		0	1	2	BREAK										1	

JAN	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	3	3	
	Post Rock 'n' Roll																																	
			Hip Hop & Rap																															

FEB	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	3	3				
	Post Rock 'n' Roll														4	5	BREAK					1	2	Post Rock 'n'					8								
			Heavy Rock																																		
			Factual Assessment as hwk - mark for next week (pupils)																																		

MAR	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	3	3	
	Post Rock 'n' Roll																																		

F/B on exam questions  
Indie Rock

Club Dance



JULY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	Aural Perception																	BREAK													
	Intervals and chordal patterns																														

## Assessment Types

### Factual (see examples provided)



- This type of assessment is straight factual recall based on short-answer questions.
- The pass mark is 70% - any mark below it (unless in exceptional SEN cases) necessitates a re-test.
- After completing the test for the first time the students have a blank copy of the test to do for homework (thus having the questions for the re-test).
- The re-test may only be a sample of the questions in the original test - but the 70% pass mark remains the same.
- The student may / or may not receive the factual test questions before the initial test/

### Exam Skills (see examples provided)



- This type of assessment is a follow-up to the factual test as it asks the students to apply their factual knowledge to the exam questions.
- It should NOT be a long test in silence - though short one-question bursts on this through a lesson may be appropriate.
- The full block of exam questions could be done at home.
- Writing frames and guidance notes should be provided to structure the responses for the student - a support which is taken away as they effectively demonstrate it, which they apply themselves to other questions independently.
- The best examples will be accompanied by, student-friendly marking schemes, peer / self-assessment, marking of exemplars to criteria, etc.