



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

**2008**

## **Internal Assessment Resource**

Subject Reference: **Information Management 1.1**

Internal assessment resource reference number:  
**IM/1/1\_A7**

### **Album-Orientated Rock**

Supports internal assessment for:

Achievement Standard: 90030 v2  
Enter text from provided material and by direct entry composition

Credits: 2

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**Date version published:** August 2008

**Ministry of Education  
quality assurance status** For use in internal assessment  
from 2008

**Teacher Guidelines:**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

**Context/setting:**

This assessment resource is based on observation, by the teacher, of the process of text entry **not** the result of the text entry.

**Conditions:**

This activity will be conducted within a classroom period and length of time, but will be dependent on the size of the class (e.g. 15 students may require half a period but a class of 30 may require the full period).

The teacher provides a passage for text entry, and a direct entry composition 'starter' within the same theme, and assesses each student against the achievement standard using the check sheet provided.

For sufficiency, it is recommended that students complete assessments for this achievement standard on at least two occasions. This assessment resource provides one of these opportunities. Alternatively, a teacher may assess students during the year by the use of 'naturally occurring evidence throughout the year'. The check sheets for individual students should be retained so that an appropriate judgement can be made across the specified assessment occasions. Alternatively, teachers could use a result summary sheet. An example is given in Appendix A.

**Resource requirements:**

The students are issued with a worksheet which contains the passage and a choice of direct entry 'starters'.

**Additional information:**

This activity can be easily adapted by using passages of text drawn from a wide range of sources.

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**Student Instructions Sheet**

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You will complete this assessment (**teacher to insert further details relating to time**).

This assessment is based on observation of the process of text entry by the teacher. The assessment will take place in your usual teaching room using equipment you are familiar with.

A passage for text entry, and a choice of direct entry composition 'starters' within the same theme, are given. You must do both tasks.

The passage is entitled "Album-Orientated Rock". The 'starter' ideas for direct composition are based on the same theme.

**Provided data for text entry** - Enter this text as directed by your teacher

## **Album-Orientated Rock**

Originally designed to describe a radio format that emphasises various album tracks rather than hit singles only. When broadcasters began to apply structured formatic techniques to the so-called "free form" underground radio of the late '60s and early '70s, the result was the more commercial and more profitable album-orientated rock. The format became even more restrictive, scrapping the various-album-tracks approach in favour of concentrating airplay on one "emphasis track" at a time from an album, and the term album-orientated rock was replaced in the '90s by "rock" or "rock tracks."

Album-orientated rock has also come to describe a certain style of rock, usually the mainstream or "corporate" brand as opposed to more extreme styles. A caution - British writers frequently interpret the acronym to stand for "Adult-Oriented Rock," and thus misuse album-orientated rock to describe pop artists whom Americans would more commonly describe as "adult contemporary" or even "middle of the road."

### **Music Television**

The first full-time music video network on cable television, signed on in the United States in 1981. Music television immediately made the visual image of an artist as important as the music itself, resulting in huge success for groups that were telegenic enough to appeal to viewers. Duran Duran, Culture Club and George Michael were some of the first performers to feel the impact of music television on their careers. In the long run, videos became an essential promotional tool for virtually all rock artists, and many artists embraced video as another avenue for artistic expression.

Detractors, however, say that the pervasiveness of music videos means that listeners no longer conjure up their own images when listening to a song; the images have already been conjured up for them, eliminating the pleasure - and responsibility - of using one's imagination.

Source © 1996 Microsoft Music Corporation and/or its suppliers.

**Direct entry starters** – Compose, directly onto the keyboard, approximately half a page of text on one of the following:

- Describe a music video you have enjoyed and why.
- Create a short article on a New Zealand music artist/group you like.
- Create a review for school newspaper on your school's entry in Rock Quest competition.

**Assessment Schedule: IM/1/1\_A7 - Album Orientated Rock  
AS90030 v2 – Enter text from provided material and by direct entry composition**

**Evidence** – The student is observed producing the required text by both entering text from the provided data and by direct entry composition. The grade judgement is made across both tasks.

Grade	Judgement
<b>Achievement</b>	<ul style="list-style-type: none"> <li>• Text is entered using acceptable finger pathways (i.e., all fingers and recognised direction and placement are used).</li> <li>• Safe working practices are applied.</li> </ul>
<b>Merit</b>	<ul style="list-style-type: none"> <li>• Text is entered competently (with confidence but some hesitation) using acceptable key/finger pathways.</li> <li>• Safe working practices are applied.</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Text is entered efficiently (with confidence and fluency) using acceptable key/finger pathways.</li> <li>• Safe working practices are applied.</li> </ul>

<b>TEACHER CHECK SHEET</b>	Student Name _____					
<p><b>The student demonstrates:</b></p> <ul style="list-style-type: none"> <li>• efficient entering of text and using acceptable key/finger pathways</li> <li>• application of safe working practices</li> </ul>	<table border="1" style="margin: auto;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>					<p>Potential for Excellence</p>
<p><b>The student demonstrates:</b></p> <ul style="list-style-type: none"> <li>• competent entering of text using acceptable key/finger pathways</li> <li>• application of safe working practices</li> </ul>	<table border="1" style="margin: auto;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>					<p>Potential for Merit</p>
<p><b>The student demonstrates:</b></p> <ul style="list-style-type: none"> <li>• acceptable key/finger pathways</li> <li>• application of safe working practices</li> </ul>	<table border="1" style="margin: auto;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>					<p>Potential for Achievement</p>

Name of student \_\_\_\_\_

Date of observation \_\_\_\_\_

Name of teacher/assessor \_\_\_\_\_

## Appendix A: Achievement Standard 90030 v2 Recording Sheet

Term ..... of Year .....

Name of Teacher .....

E T = Enter Text

S W P = Safe Working Practices

Name of Student	Criteria	Obsn 1	Further observation opportunities if required		
	1 ET	*			
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				
	1 ET				
	2 SWP				

\* Write in grade – Not Achieved, Achievement, Merit or Excellence (N, A, M or E)