

**Assessment Schedule – 2018**

**Music: Demonstrate understanding of two substantial and contrasting music works (91277)**

**Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Demonstration of understanding involves a <b>comparison</b> of:</i></p> <ul style="list-style-type: none"> <li>• the contexts in which the works were composed or performed</li> <li>• the use of musical elements and features of the works.</li> </ul>	<p><i>Demonstration of in-depth understanding involves a <b>detailed comparison</b> of:</i></p> <ul style="list-style-type: none"> <li>• the contexts in which the works were composed or performed</li> <li>• the use of musical elements and features of the works.</li> </ul>	<p><i>Demonstration of comprehensive understanding involves a <b>perceptive comparison</b> of:</i></p> <ul style="list-style-type: none"> <li>• the contexts in which the works were composed or performed</li> <li>• the use of musical elements and features of the works.</li> </ul>

*Note: The discussion must include reference to the score of one of the works, but consideration of the accuracy of references must be made in light of the fact that the candidate is not permitted to bring scores into the examination.*

## Evidence

Task	Evidence
(a)	Discusses and compares how <b>both works</b> are typical / atypical of their historical / cultural context.
(b)	Compares the significance of a particular musical element or feature in <b>both works</b> .
(c)	Discusses how the notation of the music is significant to the performance of <b>one work</b> OR
(d)	Analyses the structure of <b>one work</b> .

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> an aspect of the context of BOTH works that is typical or atypical</p> <p>OR</p> <p><b>Identifies</b> an aspect of the element or feature that both works have in common</p> <p>OR</p> <p><b>Identifies</b> an aspect of the notation of one work</p> <p>OR</p> <p><b>Identifies</b> an aspect of the structure of one work.</p>	<p><b>Identifies</b> an aspect of the context of BOTH works that is typical or atypical</p> <p>OR</p> <p><b>Identifies</b> an aspect of the element or feature that both works have in common.</p> <p>OR</p> <p><b>Identifies</b> an aspect of the notation of one work</p> <p>OR</p> <p><b>Identifies</b> an aspect of the structure of one work.</p>	<p>Makes a <b>simple comparison</b> of how the works are typical or atypical of their context</p> <p>OR</p> <p><b>Compares, simply</b>, the use of the element or feature in both works.</p>	<p>Makes a <b>simple comparison</b> of how the works are typical or atypical of their context</p> <p>AND</p> <p><b>Compares, simply</b>, the use of the element or feature in both works.</p>	<p>Makes a <b>detailed comparison</b> of how the works are typical or atypical of their context</p> <p>OR</p> <p><b>Compares, in detail</b>, the use of the element or feature in both works.</p>	<p>Makes a <b>detailed comparison</b> of how the works are typical or atypical of their context</p> <p>AND</p> <p><b>Compares, in detail</b>, the use of the element or feature in both works.</p>	<p>Makes a <b>perceptive comparison</b> of how the works are typical or atypical of their context</p> <p>OR</p> <p><b>Compares, in perceptive detail</b>, the use of the element or feature in both works.</p>	<p>Makes a <b>perceptive comparison</b> of how the works are typical or atypical of their context</p> <p>AND</p> <p><b>Compares, in perceptive detail</b>, the use of the element or feature in both works.</p>
		<p><b>Describes, simply</b>, the significance of the notation to the performance of one work</p> <p>OR</p> <p><b>Describes, simply</b>, the structure of one of the works.</p>		<p><b>Discusses, in detail</b>, the significance of the notation to the performance of one work</p> <p>OR</p> <p><b>Analyses</b> the structure of one of the works.</p>		<p><b>Perceptively discusses</b> the significance of the notation to the performance of one work</p> <p>OR</p> <p><b>Perceptively analyses</b> the structure of one of the works.</p>	
		<ul style="list-style-type: none"> <li>Supports the responses with <b>simple</b> musical evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Supports the responses with <b>simple</b> musical evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Supports the responses with <b>specific</b> musical evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Supports the responses with <b>specific</b> musical evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Supports the responses with <b>well-chosen</b> musical evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Supports the responses with <b>well-chosen</b> musical evidence.</li> </ul>

**N0** = No response; no relevant evidence.

## Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8