

National Certificate of Educational Achievement

2011 Assessment Report

Music Level 2

- 90268 Identify, describe and transcribe elements of music through listening to a range of music**
- 90269 Demonstrate an understanding of the materials and processes of music in a range of scores**
- 90268 Identify, describe and transcribe elements of music through listening to a range of music**

COMMENTARY

This was the final year for examinations to assess these achievement standards.

Candidates who achieved demonstrated a secure understanding of music terminology and provided appropriate responses across a range of scores.

STANDARD REPORTS

90268 Identify, describe and transcribe elements of music through listening to a range of music

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- recognised suspended chords and their resolutions
- transcribed simple rhythms and the contour of melodies in the treble clef
- described instrumental roles within an extract
- understood and related some musical elements and features to the extract.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not recognize common chord progressions
- did not recognise melodic contours or transcribe simple rhythms
- showed insufficient knowledge to accurately describe musical elements and features of a music extract.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- identified common chord progressions
- transcribed stepwise melodies in both treble and bass clefs with accuracy
- showed understanding of the meanings of musical elements and features and accurately described their use in extracts.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- identified chord progressions accurately
- transcribed music accurately, including leaps and leading notes, in both treble and bass clefs
- checked that their transcriptions made harmonic sense with given notes

- explained musical elements and features of an extract with accuracy and in detail.

OTHER COMMENTS

Some candidates answered two questions well but did not achieve because they did not attempt the third question.

90269 Demonstrate an understanding of the materials and processes of music in a range of scores

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- used appropriate musical language and notation to support their responses in more than one musical genre
- showed understanding of a range of musical elements and features
- interpreted a bass line from given harmonic indication and completed a cadence.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- used inappropriate, non-musical language to describe musical concepts
- did not use basic musical notation accurately
- misunderstood the instructions of each question
- confused musical meaning and often used musical terms inaccurately or in the wrong context.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- explained score features using appropriate musical descriptions and examples
- made musical links between familiar and unfamiliar contexts
- used standard notation to communicate detailed musical ideas
- completed four-part harmony using accurate chords and cadences.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- supported written evidence with detailed musical descriptions and examples
- ensured all aspects of each question were answered in the correct context
- used advanced musical language and notation to describe important score features
- demonstrated knowledge of four-part harmonic progression and voice leading
- processed instrumental transposition notation with accuracy.

OTHER COMMENTS

Correct use of musical vocabulary challenged some students. Candidates regularly misused the terms *rhythm*, *tempo*, and *metre*. Likewise *tonality*, *pitch*, and *melodic contour* were terms used interchangeably. Candidates referred to *syncopation* when the rhythm had not been displaced.