

# **National Certificate of Educational Achievement**

## **2012 Assessment Report**

### **Music Level 3**

- 90777 Demonstrate aural skill across a range of musical styles and genres**
- 90498 Compare and contrast music works**
- 90530 Demonstrate an understanding of harmonic and tonal procedures in a range of music**

## **COMMENTARY**

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

## **STANDARD REPORTS**

### **90777 Demonstrate aural skill across a range of musical styles and genres**

#### **ACHIEVEMENT**

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

- distinguished between acoustic and electronic instrumental sound sources
- understood and explained basic musical textures
- used appropriate musical language to describe musical features
- identified how melodic material was occurring in different octave ranges.

#### **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:**

- confused instrumental timbres
- used inaccurate language to describe musical elements and features
- interchanged meaning of tonality and pitch, rhythm, pulse and metre
- misheard contour direction, interval width and rhythmic patterns
- identified inappropriate chord indications.

#### **ACHIEVEMENT WITH MERIT**

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

- used supporting language to explain musical features and elements
- Identified musical textures in isolation and context
- explained how musical contrast was being achieved
- heard and represented musical contours and shapes
- matched melodic pitch with rhythmic patterns
- selected chord indications which showed awareness of harmonic progression.

#### **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:**

- provided detailed analysis of musical elements supported with accurate manuscript examples
- described musical textures in isolation and in context
- completed highly accurate melodic writing using harmonic sequence and rhythmic motive as a guide
- matched melodic patterns with changing rhythm and metre
- outlined harmonic content using cadence points and chordal inversion.

## **OTHER COMMENTS**

Candidates responded well on the whole to Question 1 in the exam although candidates often struggled to use accurate musical language when describing musical elements. In Question 2, the ability to identify musical textures and completing melodic dictation was difficult for many candidates

## **90498 Compare and contrast music works**

### **ACHIEVEMENT**

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

- presented relevant musical and social/historical/cultural evidence for all three questions
- made one link to the given quote for each work studied
- gave mainly descriptive responses
- answered two questions competently and attempted to answer the third question with some relevant evidence
- made light reference to the quote in Section C
- attempted to make relevant comparisons between the music works in each question.

### **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 give sufficient information to address specific parts of each question
- answered one or two questions competently but did not attempt to answer the third question
- made no attempt at comparisons between the two music works in each question.

### **ACHIEVEMENT WITH MERIT**

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

- gave informed and in-depth responses for all parts of each question
- supported responses with some notated musical evidence
- made two links to the given quote for each work studied
- made informed comparisons between the works in each question.

### **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:**

- gave perceptive musical evidence for all parts of each question
- supported responses with comprehensive notated musical evidence
- made insightful links to the given quote for each work
- made comprehensive and insightful comparisons between the works in each question.

## **90530 Demonstrate an understanding of harmonic and tonal procedures in a range of music**

### **ACHIEVEMENT**

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

- identified keys and closely related chords in root position and first inversion
- determined non-essential notes in a harmonic context
- sketched an appropriate harmonic foundation by adding a bass line to a given melody
- selected primary and secondary chords that matched the tonality.

### **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:**

- struggled to identify the tonality of the given extract
- used inappropriate triads, chord patterns and cadences
- interpreted harmonic progression and structure in isolation rather than in a broader linear context
- wrote harmonic passages which were stylistically weak and impractical for a keyboard player to perform
- used harmonic textures that were thick, muddy and over-sonorous due to being set in a lower register.

### **ACHIEVEMENT WITH MERIT**

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

- described related keys in context of dominant and sub-dominant modulations and the relative major or minor
- analysed melodic lines to establish musical cadence points
- developed harmonic passages involving seventh chords and first inversions
- differentiated between harmonic and non-essential notes, describing each in the correct context
- wrote chord progressions which demonstrated a secure harmonic foundation
- demonstrated understanding of harmonic accuracy through musical movement of inner parts.

### **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:**

- explained key relationships in familiar and remote contexts
- analysed cadence points involving unrelated modulation
- considered seventh chords using inversion
- explained the harmonic function of non-essential notes
- completed harmonic extracts with accuracy and style, maintaining the given harmonic texture

- included accurate use of pedal notes
- demonstrated awareness of keyboard writing style.

### **OTHER COMMENTS**

While many candidates realised that pedal notes could be used effectively, it was not uncommon for them to be over-used creating a forced, non-musical sound.