

National Certificate of Educational Achievement

2014 Assessment Report

Music Level 1

91093 Demonstrate aural and theoretical skills through transcription

91094 Demonstrate knowledge conventions used in music scores

COMMENTARY

The 2014 examinations for both Level One Music standards (AS 91093, AS 91094) were comprehensive and assessed a full range of musical skill and knowledge. Changes to the structure of the aural paper (AS 91093) in 2014 provided for a more holistic assessment approach. Candidates were provided with additional listening opportunities and, in general, responded well to the change of focus.

AS 91094 assessed not only breadth of knowledge of the conventions used in music scores, but also called for depth in the application of that knowledge to the musical extracts provided.

In both standards, the more familiarity that candidates had with the elements of music and with basic musical notation practices, the better the chance of them achieving Merit and Excellence grades. Level 6 Curriculum statements, NZQA Assessment Specifications and published student exemplars are all useful reference documents. These should all be considered when preparing candidates for assessment.

STANDARD REPORTS

91093 Demonstrate aural and theoretical skills through transcription

ACHIEVEMENT

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

- identified initial rhythmic patterns within a section
- correctly distinguished between the three primary chords
- correctly identified some melodic contours within the sections.

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 commonly:

- were not able to distinguish between primary chords, especially chords IV and V
- were not able to identify tonic chords
- answered using rhythms that did not equate to the given time signature
- were unable to distinguish ascending melodic contours from descending
- did not attempt all the sections.

ACHIEVEMENT WITH MERIT

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

- transcribed significant amounts of melodic phrases accurately, although some leaps were inaccurate
- transcribed dotted and compound time rhythms with some accuracy, especially the initial phrases of sections
- identified chords that formed cadences accurately.

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 commonly:

- identified chords accurately and consistently
- identified rhythms with a high degree of accuracy including faster and dotted rhythmic patterns
- identified melodies accurately, including leaps
- gave accurate responses to most, if not all of the exam.

91094 Demonstrate knowledge conventions used in music scores

ACHIEVEMENT

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

- demonstrated knowledge of metre, key signatures, Italian terms, textures and intervals
- showed knowledge of guitar techniques, musical groups and instruments
- transcribed music
- transposed music down a tone
- accurately notated scales and tonic triads in root position
- described variation, similarities or differences in musical phrases.

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 commonly:

- gave partial answers to some of the questions
- were unable to locate and label bar numbers correctly
- made careless errors in musical notation
- showed some confusion between musical elements (e.g. melody, rhythm) and aspects of those elements (e.g. contour, syncopation)
- provided a narrow range of musical evidence when different pieces of evidence were required
- misunderstood the processes of transposition and of transcription
- provided generic responses which were not specific to the musical scores when asked to provide supporting evidence for questions.

ACHIEVEMENT WITH MERIT

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

- identified and described musical elements, textures and compositional devices with specific supporting evidence from the musical score
- understood the conventions of musical notation, e.g. stem direction, alignment, placement of expression marks
- showed an understanding of guitar techniques for both playing and notation

- demonstrated in-depth knowledge of keys, intervals, scale degrees and performance directions
- used appropriate terminology in describing music.

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 commonly:

- consistently identified and described musical elements
- demonstrated a comprehensive knowledge of musical terminology
- showed a detailed understanding of guitar technique and notation
- displayed comprehensive knowledge of scale degrees, blues music and the form of music
- drew insightful evidence from the musical extracts in support of their answers
- presented detailed and accurate musical notation.