

Part A: Commentary

The 2015 examinations for both Level One Music standards (AS 91093, AS 91094) were comprehensive and assessed a full range of musical skill and knowledge. Candidates are encouraged to check the musical detail in their answers and ensure that they follow all instructions carefully. The correct use of musical terms and notation is critical if candidates are to achieve at Merit and Excellence levels. Where musical evidence is missing or inaccurate, this is generally the determining factor as to whether the standard is achieved or not. The more familiarity that candidates had with the elements of music and with basic musical notation practices, the greater 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.

Part B: Report on standards

1. Assessment Report for 91093: Demonstrate aural and theoretical skills through transcription

Achieved	Candidates who were assessed as Achieved commonly: <ul style="list-style-type: none"> • identified simple patterns and contours at the start of extracts • identified chords I and V in isolation, but did not determine cadences consistently • displayed limited understanding of music theory to complete bars of rhythm to the correct number of beats • transcribed simple rhythmic patterns without more complex detail • followed contours consisting of three or four notes only • attempted to use given reference points to complete rhythmic and melodic notation.
Not Achieved	Candidates who were assessed as Not Achieved commonly: <ul style="list-style-type: none"> • lacked sufficient understanding of music notation to complete melody and rhythms tasks legibly • were unable to identify primary chords • could not distinguish ascending from descending patterns in melodic contours • could complete some melodic contours in Extract 3 but not Extract 2 • confused rhythmic dictation with melodic notation by notating contour or drawing in five-line staves in spaces for rhythmic dictation.
Achieved with Merit	Candidates who were assessed as Achieved with Merit commonly: <ul style="list-style-type: none"> • completed whole rhythmic phrases, with minor notation errors (eg incorrect number of beats in a bar) • attempted to identify syncopated rhythms but confused it with quaver and dotted crotchet patterns • identified rhythmic phrases in Extract 1, but not Extract 3 • identified cadences with some consistency, but not chords in the middle of a section • could identify mostly conjunct melodic phrases (e.g. Extract 2 bars 15 – 17).
Achieved with Excellence	Candidates who were assessed as Achieved with Excellence commonly: <ul style="list-style-type: none"> • identified all chords in context • accurately notated all melodic phrases • completed rhythmic phrases with accuracy • made minor rhythmic errors in rhythmic dictation, but responses still made up the correct number of beats • correctly inserted the tie in bar 24 extract 3.

2. Assessment Report for 91094: Demonstrate knowledge conventions used in music scores

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • identified common instruments / voice type • identified time signatures, minor key signatures up to one sharp or flat, tempo markings, dynamic markings and common performance markings • described rhythmic or melodic variations • identified major or minor intervals and chords I, IV, and V in C major • transcribed key-signatures and some notes • transposed notes by a major 2nd, and notated notes at the interval of a 3rd • showed understanding of score-writing conventions, texture or form.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • identified few major or minor intervals, chords, time-signatures, minor key signature of one flat, tempo and dynamic markings or common performance markings • showed limited understanding of rhythmic and melodic variations, transcription, transposition, score-writing conventions, texture and form.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • described rhythmic and melodic variations in some detail • identified major and minor intervals • transcribed key signatures, time signatures, performance markings and many notes • transposed music, including key signature by a major 2nd • identified a minor key signature of one flat and provided contextual evidence in support • identified and described performance markings • showed clear understanding of score-writing conventions, musical texture and form • showed understanding of blues music • identified chromatic notes or a 7th chord.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • described rhythmic and melodic variations in specific detail • precisely transcribed key-signatures, time signatures, performance markings and most notes • accurately transposed music including key signature by a major 2nd, with precisely notated performance directions • showed detailed and perceptive understanding of score-writing conventions, musical texture and form • identified and precisely explained a range of performance directions • explained features of blues music • identified chromatic notes and a 7th chord • supplied specific and exact evidence giving careful attention to notational conventions (e.g. the placement of dynamic markings, stem directions, exact placement of sharps and flats on the staff).