

Assessment Report

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Standards [91093](#) [91094](#)

Part A: Commentary

Candidates who achieved highly attempted all questions and demonstrated their understanding and perception of the elements and features of music by communicating their understanding with clear reference to the given music extracts.

Successful candidates demonstrated understanding of key musical concepts. They attempted most questions but may have struggled to communicate their understanding within the context of the music extracts and / or with the required depth to move them to a higher grade.

The use of the resources on the [Music subject page](#) on the NZQA website is encouraged. These include the Achievement Standards and the Assessment Specifications, Aural Skills and Conventions outlines, as well as previous examination papers and assessment schedules.

Part B: Report on standards

91093: Demonstrate aural and theoretical skills through transcription

Candidates who were awarded **Achievement** commonly:

- identified the minimum number of required chords
- identified the minimum number of required patterns
- struggled to identify dynamic change accurately
- struggled to identify tempo changes accurately
- identified the instrument
- identified an ample number of simple contours
- identified correct pitches after given notes consistently.

Candidates whose work was assessed as **Not Achieved** commonly:

- struggled to consistently identify the tonic chord or distinguish major from minor
- confused the numerals IV and VI or answered with chord symbols outside the given range
- left bars empty of rhythm or misidentified simple patterns as more complicated rhythms
- struggled to identify any of the tempo changes
- identified the trumpet
- could not identify simple melodic contours.

Candidates who were awarded **Achievement with Merit** commonly:

- identified most chords correctly, but made some errors, including chord pairs that do not make a conventional cadence in the cadence brackets, or chords that do not match with the note in the melody
- made errors in phrases, including misidentifying simple rhythms
- identified all dynamic markings and the initial tempo accurately
- identified all tempo changes accurately
- identified stepwise pitches successfully.

Candidates who were awarded **Achievement with Excellence** commonly:

- identified all the chords
 - identified all three rhythmic phrases correctly, although often did not identify the crotchet rest
 - identified all dynamic markings and the initial tempo accurately
 - identified all tempo changes accurately
 - identified all phrases correctly or erred only in phrases with leaps between pitches.
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91094: Demonstrate knowledge of conventions in music scores

Candidates who were awarded **Achievement** commonly:

- identified and transcribed intervals well
- demonstrated clear understanding of transposition
- provided written answers that lacked depth to gain achievement with Merit
- explained the opening texture of a piece but did not identify changes in texture
- either attempted most questions but struggled to relate their answers to the contexts of the scores provided by referring to instructions, or demonstrated specialist knowledge, achieving Merit or Excellence in some areas but did not attempt all questions.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not attempt the majority of questions
- did not have the basic foundation knowledge of conventions needed for Achievement.
- attempted most questions but only demonstrated the requisite knowledge on one or two.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated broader knowledge across all questions

- were able to be specific in relation to the score when explaining their answers
- gave good answers but missed details in the question or made small mistakes.

Candidates who were awarded **Achievement with Excellence** commonly:

- explained their answers clearly and concisely
- demonstrated a comprehensive knowledge of the conventions used in this examination
- provided detailed explanations for their written answers which referenced the score, and in many cases went beyond what was needed for an excellence answer.

[Music subject page](#)

Previous years' reports

[2019 \(PDF, 231KB\)](#)

[2018 \(PDF, 96KB\)](#)

[2017 \(PDF, 45KB\)](#)

[2016 \(PDF, 214KB\)](#)