

**Subject:** Music

**Level:** 1

**Standards:** 91093, 91094

## Part A: Commentary

Candidates who performed well answered all or most questions and demonstrated solid knowledge across all questions, showing a breadth and depth of understanding and the ability to analyse the effect of musical features with detailed evidence.

Successful candidates attempted most questions and demonstrated a basic knowledge at curriculum level 6 by identifying and describing elements and features.

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 A: Report on standards

### 91093: Demonstrate aural and theoretical skills through transcription

#### Examination

This examination included six question parts of which candidates were required to respond to all six.

- Part (a) required candidates to aurally identify rhythmic patterns and phrases.
- Part (b) required candidates to aurally identify chords, chord pairs, chordal phrases, and cadences.
- Part (c) required candidates to identify melodic contours and phrases.
- Parts (d), (e), (f) required candidates to aurally identify common musical features such as instrument types, tempo indications, and dynamic markings.

#### Observations

#### Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified simple rhythm patterns at the start of sections
- identified five isolated chords, but often repeated given chords in the following boxes
- identified at least four simple contours, but often not repeated pitches nor leaps
- identified the instrument and an appropriate tempo marking, but not the *cresc.* in Task (d)
- provided at least three correct dynamic markings and hairpins but could not identify a change in tempo.

Candidates who were awarded **Not Achieved** commonly:

- identified only one or two simple rhythmic patterns
- identified four chords or fewer
- identified only one or two contours
- struggled to identify tempo and dynamic markings.

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

- transcribed rhythmic phrases with some errors
- identified most chord progressions but not cadences
- notated melodic phrases with some errors
- identified instrument and tempo terms
- identified different dynamic and tempo markings with some errors
- accurately identified the tempo markings but not the pauses.

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

- identified rhythmic phrases accurately
- identified almost all the chordal phrases and all the cadences
- notated three melodic phrases with few errors
- identified dynamic and tempo markings and changes with accuracy.

## **91094: Demonstrate knowledge of conventions used in music scores**

### **Examination**

This examination included eight question parts of which candidates were required to respond to all.

- Part (a) required candidates to identify, explain and analyse musical features.
- Part (b) required candidates to identify, explain and analyse rhythmic features.
- Part (c) required candidates to identify melodic intervals.
- Part (d) required candidates to transcribe from stringed instruments to a closed score.
- Part (e) required candidates to demonstrate their understanding of form / structure by identifying sections of a song and explain, with reference to the score, their understanding.
- Part (f) required candidates to identify compositional devices and analyse their use with reference to the score.
- Part (g) required candidates to identify major / minor chords and analyse the chords in relation to the key.
- Part (h) required candidates to transpose a melody.

### **Grade awarding**

Candidates who were awarded **Achievement** commonly:

- attempted most sub-questions and demonstrated a basic knowledge at curriculum level 6 by identifying and describing elements and features
- identified sections in structure, including correct bar numbers, but lacked the accurate descriptions required for a higher grade
- demonstrated basic transcription skills by transposing with errors.

Candidates who were awarded **Not Achieved** commonly:

- attempted less than four sub-questions
- missed the key piece of knowledge requested by the question, and generally were only secure in one or two skills.

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

- Gave accurate responses to identifying / explaining terms and signs, intervals, short score, and transposition
- missed out on excellence due to key signature errors
- identified jazz rock chords but struggled with analysis.

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

- answered all or most sub-questions
- demonstrated comprehensive understanding of melody and harmony, which merit candidates commonly missed
- demonstrated solid knowledge across all parts of the question, showing a breadth and depth of understanding
- analysed the effect of musical features with detailed evidence
- demonstrated accurate transposition skills with no errors.