


Assessment Schedule – 2012

Music: Demonstrate knowledge of conventions used in music scores (91094)

Evidence Statement

Question One

Question	Achievement	Achievement with Merit	Achievement with Excellence																					
(a) (i)	<ul style="list-style-type: none"> Identifies an appropriate tempo, eg (Moderately) slow / Adagio / Andante. 																							
(ii)	<ul style="list-style-type: none"> Identifies the (Electric) guitar as the instrument that has a solo. 																							
(iii)	<ul style="list-style-type: none"> Identifies FOUR (of five) parts of the drum kit. 	Identifies all FIVE parts of the drum kit.																						
	Hi-hat, Tom tom, Kick drum, Snare drum, Ride cymbal.																							
(iv)		<ul style="list-style-type: none"> Specifies 12 as the minimum number of musicians required for a live performance. 																						
(b) (i)	<ul style="list-style-type: none"> Identify what is unusual about the piano part, ie, only the R.H. is given / no L.H. or bass staff is provided. 																							
(ii)		<ul style="list-style-type: none"> Accurately notates ALL: <ul style="list-style-type: none"> - chords - durations. 	<ul style="list-style-type: none"> Accurately notates ALL: <ul style="list-style-type: none"> - chords - durations - stem directions. 																					
	Piano 																							
(iii)			<ul style="list-style-type: none"> Explains the meaning of “root position”, eg a chord with the root note in the lowest part / voice. 																					
(c)	<ul style="list-style-type: none"> Identifies: <ul style="list-style-type: none"> - FIVE (of seven) instruments. 	<ul style="list-style-type: none"> Identifies <ul style="list-style-type: none"> - FIVE (of seven) instruments - SIX (of eight) bar numbers. 																						
	<table border="1"> <thead> <tr> <th>Verse</th> <th>Instrument / Voice part</th> <th>Starting bar no.</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Verse 2</td> <td>Piano</td> <td>5</td> </tr> <tr> <td>Hi-hat</td> <td>5</td> </tr> <tr> <td>Bass</td> <td>8</td> </tr> <tr> <td rowspan="5">Verse 3</td> <td>Lead vocal</td> <td>5</td> </tr> <tr> <td>Piano</td> <td>5</td> </tr> <tr> <td>Bass</td> <td>5</td> </tr> <tr> <td>Kick drum & Tom tom (count as one instrument)</td> <td>5</td> </tr> <tr> <td>Electric guitar</td> <td>8</td> </tr> </tbody> </table>		Verse	Instrument / Voice part	Starting bar no.	Verse 2	Piano	5	Hi-hat	5	Bass	8	Verse 3	Lead vocal	5	Piano	5	Bass	5	Kick drum & Tom tom (count as one instrument)	5	Electric guitar	8	
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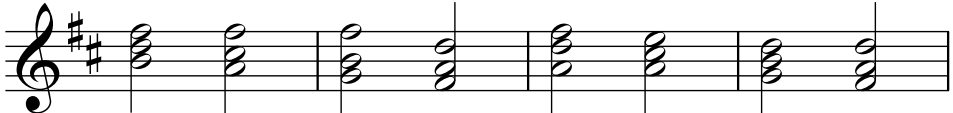
Question One cont'd

Question	Achievement	Achievement with Merit	Achievement with Excellence
(d) (i)		<ul style="list-style-type: none"> Describes the difference in textural density, eg: <ul style="list-style-type: none"> Verse 3 is <u>more dense</u> than Verse 2 <p><i>AND</i></p> <p>Explains how ONE specific instrument creates the difference, eg:</p> <ul style="list-style-type: none"> bass guitar plays from the beginning of Verse 3 electric guitar plays only in Verse 3 the drum kit part is fuller / more complex in Verse 3 <p><i>Other responses possible.</i></p>	<ul style="list-style-type: none"> Describes the difference in textural density <p><i>AND</i></p> <p>Explains how TWO specific instruments create the difference.</p>
(ii)	Identifies the bar number of ONE (of three) compositional devices.	Identifies the bar number of TWO (of three) compositional devices.	Identifies the bar number of all THREE compositional devices:.
	<ul style="list-style-type: none"> <u>Use of minor chord</u> <ul style="list-style-type: none"> bar 13 <u>2-beat phrases</u> <ul style="list-style-type: none"> bar 12–14 / bar 17–19 <u>Melodic variation</u> <ul style="list-style-type: none"> bar 5 / bar 10 / bar 12 		

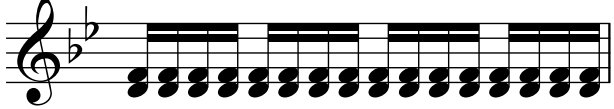
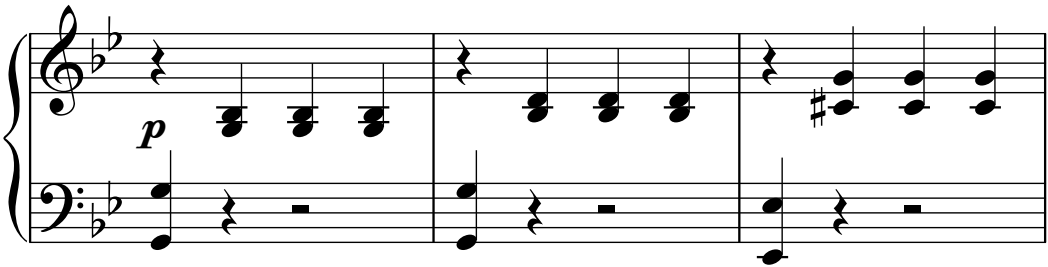
N1	N2	A3	A4	M5	M6	E7	E8
ONE piece of evidence at Achievement level.	TWO pieces of evidence at Achievement level.	THREE pieces of evidence at Achievement level.	FOUR pieces of evidence at Achievement level.	THREE pieces of evidence at Merit level.	FOUR pieces of evidence at Merit level.	TWO pieces of evidence at Excellence level.	THREE pieces of evidence at Excellence level.

N0 = No response; no relevant evidence.

Question Two

Question	Achievement	Achievement with Merit	Achievement with Excellence												
(a)	<ul style="list-style-type: none"> Identifies BOTH missing symbols. 	<ul style="list-style-type: none"> Identifies the missing technique AND simply describes TWO techniques. 	<ul style="list-style-type: none"> Identifies the missing technique AND explains ONE technique. 												
<table border="1"> <thead> <tr> <th data-bbox="256 362 384 412">Symbol</th> <th data-bbox="384 362 549 412">Technique</th> <th data-bbox="549 362 1479 412">How it is played</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 412 384 539">H</td> <td data-bbox="384 412 549 539">Hammer-on</td> <td data-bbox="549 412 1479 539"> <u>Simple description:</u> tap the string / make it higher <u>Explanation:</u> to sound a (higher) note by tapping the string firmly with the finger of the left hand (rather than by picking with the right hand) </td> </tr> <tr> <td data-bbox="256 539 384 689">P</td> <td data-bbox="384 539 549 689">Pull-off</td> <td data-bbox="549 539 1479 689"> <u>Simple description:</u> let go of the string / make it lower <u>Explanation:</u> to sound a (lower) note by plucking the string with the (already-fretted) finger of the left hand (rather than by picking with the right hand) </td> </tr> <tr> <td data-bbox="256 689 384 815">S</td> <td data-bbox="384 689 549 815">Slide</td> <td data-bbox="549 689 1479 815"> <u>Simple description:</u> slide to a note / play two notes <u>Explanation:</u> to slide from one note to another with the same finger of the left hand (not necessarily picking each note with the right hand) </td> </tr> </tbody> </table> <p><i>Other responses possible.</i></p>				Symbol	Technique	How it is played	H	Hammer-on	<u>Simple description:</u> tap the string / make it higher <u>Explanation:</u> to sound a (higher) note by tapping the string firmly with the finger of the left hand (rather than by picking with the right hand)	P	Pull-off	<u>Simple description:</u> let go of the string / make it lower <u>Explanation:</u> to sound a (lower) note by plucking the string with the (already-fretted) finger of the left hand (rather than by picking with the right hand)	S	Slide	<u>Simple description:</u> slide to a note / play two notes <u>Explanation:</u> to slide from one note to another with the same finger of the left hand (not necessarily picking each note with the right hand)
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(b)	<ul style="list-style-type: none"> Identifies ONE similarity and ONE difference between the electric piano and organ parts. 	<ul style="list-style-type: none"> Identifies any THREE similarities and / or differences between the electric piano and organ parts. 													
<p>eg</p> <p><u>Similarities</u></p> <ul style="list-style-type: none"> both are generally descending both are played an octave lower than written both have same rhythm in second bar both have same chords / harmony. <p><u>Differences</u></p> <ul style="list-style-type: none"> the organ's first bar has different rhythm / more movement / decoration the organ's second bar has different chord voicing. <p><i>Other responses possible.</i></p>															
(c)	<ul style="list-style-type: none"> Transposes SIX chords up a 2nd. 	<ul style="list-style-type: none"> Transposes SIX chords up a major 2nd AND Includes the correct key signature AND Durations are correct. 	<ul style="list-style-type: none"> Transposes SEVEN chords up a major 2nd AND Includes the correct key signature AND Durations, and stem directions for all seven correctly-transposed chords are correct. 												
<p><i>There are eight chords to be transposed.</i></p> <p>18</p> <p>3 Trumpets in B^b</p> 															

Question Two cont'd

Question	Achievement	Achievement with Merit	Achievement with Excellence
(d)	<ul style="list-style-type: none"> • Notates the unmeasured tremolo as it would be played <i>OR</i> Explains the reason that the unmeasured tremolo notation is used, eg: <ul style="list-style-type: none"> - to save space - to avoid having to write out many repeated notes. 	<ul style="list-style-type: none"> • Notates the unmeasured tremolo as it would be played <i>AND</i> Explains the reason that the unmeasured tremolo notation is used. 	
<p style="text-align: center;">30</p> <p>Violino II</p> 			
(e)	<ul style="list-style-type: none"> • Makes a keyboard reduction, including: <ul style="list-style-type: none"> - the key signature - no more than TWO inexact notations (pitches, rests, note alignment) per stave. 	<ul style="list-style-type: none"> • Makes a keyboard reduction, including: <ul style="list-style-type: none"> - the key signature - the dynamic marking - no more than TWO inexact notations (pitches, rests, note alignment) per stave. 	<ul style="list-style-type: none"> • Makes a keyboard reduction, including: <ul style="list-style-type: none"> - the key signature - the dynamic marking - correct stem directions - no more than ONE inexact notation (pitches, rests, note alignment) per stave.
<p><i>There are 9 discrete pitches to be transcribed (repeated notes within the same bar count as a single pitch).</i></p> <p style="text-align: center;">21</p> <p>Piano</p> 			

Question Two cont'd

Question	Achievement	Achievement with Merit	Achievement with Excellence
(f)	<ul style="list-style-type: none"> Identifies the English name of THREE instruments: <ul style="list-style-type: none"> Oboe(s) Bassoon(s) (French) Horn(s) Violin I Cello 	<ul style="list-style-type: none"> Identifies the English name of all FIVE instruments. 	
(g) (i)		<ul style="list-style-type: none"> Explains the meaning of “a2”, ie both players play the same music / line 	
(ii)		<ul style="list-style-type: none"> Identifies bar 13 as the bar where the oboes stop playing “a2”. 	<ul style="list-style-type: none"> Identifies bar 13 as the bar where the oboes stop playing “a2”, with supporting evidence from the score, ie one part has a note while the other has a rest.
(h)		<ul style="list-style-type: none"> Identifies BOTH textures. 	<ul style="list-style-type: none"> Identifies BOTH textures, with supporting evidence for each from the score.
		<p>Texture in bars 17–21:</p> <ul style="list-style-type: none"> Homophonic – the oboe melody is supported by chordal accompaniment from the other parts. <p>Texture in bars 29–36: ONE of:</p> <ul style="list-style-type: none"> Polyphonic – there is imitation between the violin I and violoncello parts Homophonic – the violin melody is supported by chordal accompaniment from the other parts. 	

N1	N2	A3	A4	M5	M6	E7	E8
ONE piece of evidence at Achievement level.	TWO pieces of evidence at Achievement level.	THREE pieces of evidence at Achievement level.	FOUR pieces of evidence at Achievement level.	FOUR pieces of evidence at Merit level.	SIX pieces of evidence at Merit level.	TWO pieces of evidence at Excellence level.	THREE pieces of evidence at Excellence level.

N0 = No response; no relevant evidence.

Question Three

Question	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> Identifies the key centre. 	<ul style="list-style-type: none"> Identifies the key centre, with ONE piece of musical evidence. 	<ul style="list-style-type: none"> Identifies the key centre, with TWO pieces of musical evidence.
	<u>Key centre in bars 23–28: D major</u> <u>Musical evidence, eg:</u> <ul style="list-style-type: none"> F# and C# emphasis of chord I of D major 		
(b)	<ul style="list-style-type: none"> Identifies the quantity of TWO intervals. 		<ul style="list-style-type: none"> Identifies TWO intervals.
	<u>Intervals</u> <ul style="list-style-type: none"> Minor 6th Minor 7th Perfect 4th 		
(c)	<ul style="list-style-type: none"> Identifies the tonic chord(s) only. 	<ul style="list-style-type: none"> Identifies THREE chords. 	<ul style="list-style-type: none"> Identifies all FOUR chords AND the perfect cadence.
	<u>Chords</u> <ul style="list-style-type: none"> I IV V I 		
(d)	Identifies the instruments that play ONE of the compositional devices.	Identifies the instruments that play TWO of the compositional devices.	Identifies the instruments that play TWO of the compositional devices AND the starting bar number of each.
	<u>Two bars of parallel 6ths</u> <ul style="list-style-type: none"> violino I and violino II, bar 25 <u>Five bars of melody in parallel 3rds</u> <ul style="list-style-type: none"> viola, violoncello and basso, bar 37 <u>Eight bars of a tonic pedal</u> <ul style="list-style-type: none"> corni (3 and 4), bar 17 <u>An ascending G minor arpeggio</u> <ul style="list-style-type: none"> violino I and / or II, bar 5 / 6 / 9 bassoon or cello, bar 13 		
(e)	<ul style="list-style-type: none"> Identifies TWO simple reasons that the piece must have been composed in the Classical period, eg: <ul style="list-style-type: none"> it was composed by Mozart it was composed in 1773 the orchestra is small the orchestra is mainly strings. 	<ul style="list-style-type: none"> Identifies THREE reasons that the piece must have been composed in the Classical period, eg: <ul style="list-style-type: none"> balanced four-bar phrases strong tonic–dominant harmony the symphony developed as a significant form during this period. 	

N1	N2	A3	A4	M5	M6	E7	E8
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N0 = No response; no relevant evidence.

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 7	8 – 14	15 – 20	21 – 24