

Assessment Schedule – 2013


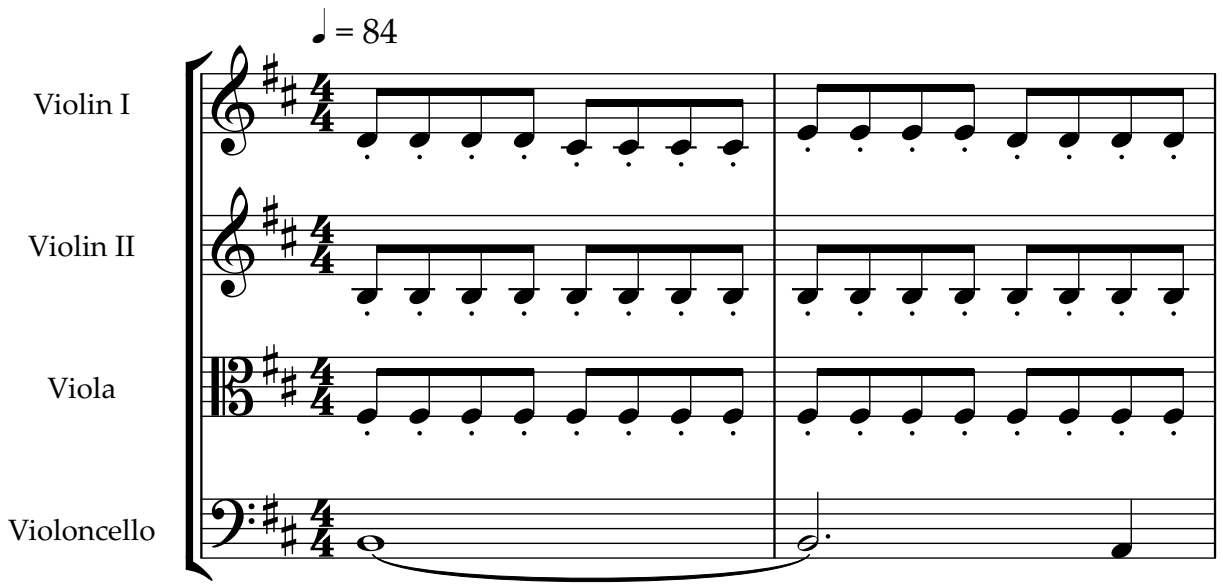
Music: Demonstrate knowledge of conventions used in music scores (91094)

Evidence Statement

Question One

Question	Achievement	Achievement with Merit	Achievement with Excellence																									
(a) (i)	<ul style="list-style-type: none"> Identifies <u>dynamics</u> / <u>a dynamic marking</u> as the missing performance marking. 																											
(ii)	Identifies <u>12 performers</u> as the minimum number of individuals required for a live performance.																											
(b)	<ul style="list-style-type: none"> For TWO (of three) performance directions: <ul style="list-style-type: none"> identifies a bar in which it can be found. 	<ul style="list-style-type: none"> For TWO (of three) performance directions: <ul style="list-style-type: none"> identifies the instrument(s) affected gives its name describes its function. 	<ul style="list-style-type: none"> For all THREE performance directions: 																									
	<table border="1"> <thead> <tr> <th></th> <th>Bar no.</th> <th>Part(s) affected</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td rowspan="2">♩ = 84</td> <td>1</td> <td>All</td> <td>Tempo / metronome marking</td> </tr> <tr> <td colspan="3">Tells the musicians to play at a tempo of 84 crotchet beats per minute</td> </tr> <tr> <td rowspan="2">8^{va}</td> <td>2, 9</td> <td>Bass guitar</td> <td>Octave (“ottava alta”) marking</td> </tr> <tr> <td colspan="3">Tells the musician to play the notes one octave higher than written</td> </tr> <tr> <td rowspan="2">≡</td> <td>11, 12</td> <td>Drum kit / sizzle cymbal</td> <td>Roll</td> </tr> <tr> <td colspan="3">Tells the musician to play a roll (with two sticks) on the (sizzle) cymbal</td> </tr> </tbody> </table> <p><i>Other responses possible.</i></p>				Bar no.	Part(s) affected	Name	♩ = 84	1	All	Tempo / metronome marking	Tells the musicians to play at a tempo of 84 crotchet beats per minute			8 ^{va}	2, 9	Bass guitar	Octave (“ottava alta”) marking	Tells the musician to play the notes one octave higher than written			≡	11, 12	Drum kit / sizzle cymbal	Roll	Tells the musician to play a roll (with two sticks) on the (sizzle) cymbal		
	Bar no.	Part(s) affected	Name																									
♩ = 84	1	All	Tempo / metronome marking																									
	Tells the musicians to play at a tempo of 84 crotchet beats per minute																											
8 ^{va}	2, 9	Bass guitar	Octave (“ottava alta”) marking																									
	Tells the musician to play the notes one octave higher than written																											
≡	11, 12	Drum kit / sizzle cymbal	Roll																									
	Tells the musician to play a roll (with two sticks) on the (sizzle) cymbal																											
(c)			<ul style="list-style-type: none"> Explains why the score layout changes at bar 6, including some of the following points: <ul style="list-style-type: none"> all instruments are shown in the first system subsequently, parts for only the musicians required to play are shown this saves space in the score / makes the score easier to read. <p><i>Other responses possible.</i></p>																									

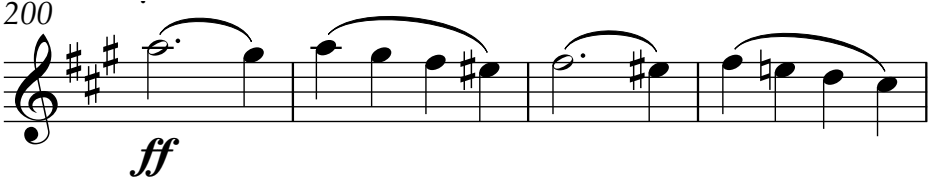
Question One cont'd

Question	Achievement	Achievement with Merit	Achievement with Excellence
(d) (i)		<ul style="list-style-type: none"> Notates a tenor-voice (g-octave) clef: 	
(ii)			<ul style="list-style-type: none"> Explains why the tenor clef is appropriate, eg: <ul style="list-style-type: none"> the treble clef indicates notes that are too high for / cannot be sung by a male vocalist the tenor clef indicates that the notes will be sung an octave lower than written. <p><i>Other responses possible.</i></p>
(e)	<ul style="list-style-type: none"> Makes a transcription, including: <ul style="list-style-type: none"> treble and bass clefs in violin and cello parts key signatures accurately notated in bass and treble clefs no more than TWO incorrect pitches in the violin parts. 	<ul style="list-style-type: none"> Makes a transcription, including: <ul style="list-style-type: none"> the alto clef in the viola part key signature accurately notated in alto clef all pitches in the viola part correct OR all articulations included. 	<ul style="list-style-type: none"> Makes a transcription, including: <ul style="list-style-type: none"> clefs and key signatures accurately notated, and the time signature included, in all parts all articulations AND the tempo marking included all pitches and durations correct all notes correctly aligned.
<p><i>There are 8 discrete pitches to be transcribed (repeated notes count as a single pitch).</i></p> 			

N1	N2	A3	A4	M5	M6	E7	E8
Partial evidence but insufficient answer.	Some incomplete pieces of evidence.	ONE piece of evidence at Achievement level.	TWO pieces of evidence at Achievement level.	ONE piece of evidence at Merit level.	TWO pieces of evidence at Merit level.	ONE piece of evidence at Excellence level.	TWO pieces of evidence at Excellence level.

N0 = No response; no relevant evidence.

Question Two (cont'd)

Question	Achievement	Achievement with Merit	Achievement with Excellence
(d) (i)	<ul style="list-style-type: none"> Transposes NINE pitches up a 5th. 	<ul style="list-style-type: none"> Transposes NINE pitches up a 5th, and includes: <ul style="list-style-type: none"> the correct key signature TWO accidentals correct correct durations of the transposed pitches. 	<ul style="list-style-type: none"> Transposes TEN pitches up a perfect 5th, and includes: <ul style="list-style-type: none"> the correct key signature correct durations and stem directions of the transposed pitches the dynamic marking and all slurs.
<p><i>There are 12 pitches to be transposed.</i></p> <p>200</p> <p>French Horn</p>  <p><i>ff</i></p>			
(ii) (iii)	<ul style="list-style-type: none"> Identifies the key of the oboe part. 	<ul style="list-style-type: none"> Identifies the key of the oboe OR the horn part <p><i>AND</i></p> <ul style="list-style-type: none"> Gives ONE piece of relevant evidence for the oboe's key. 	<ul style="list-style-type: none"> Identifies the key of the oboe AND the horn parts <p><i>AND</i></p> <ul style="list-style-type: none"> Gives TWO pieces of relevant evidence for the oboe's key.
<p><u>Key of the parts</u></p> <ul style="list-style-type: none"> B minor – oboe F# minor – horn 		<p><u>Evidence for key of the oboe part</u></p> <ul style="list-style-type: none"> key signature of 2 sharps raised 7th / leading-note / A# 	

N1	N2	A3	A4	M5	M6	E7	E8
Partial evidence but insufficient answer.	Some incomplete pieces of evidence.	ONE piece of evidence at Achievement level.	TWO pieces of evidence at Achievement level.	TWO pieces of evidence at Merit level.	THREE pieces of evidence at Merit level.	ONE piece of evidence at Excellence level.	TWO pieces of evidence at Excellence level.

N0 = No response; no relevant evidence.

Question Three cont'd

Question	Achievement	Achievement with Merit	Achievement with Excellence																	
(c)	<ul style="list-style-type: none"> Demonstrates knowledge by identifying the quantity of TWO intervals. 	<ul style="list-style-type: none"> Demonstrates in-depth knowledge by identifying TWO intervals. 	<ul style="list-style-type: none"> Demonstrates comprehensive knowledge by identifying all THREE intervals. 																	
	<p><u>Intervals</u> (1) Minor 6th (2) Major 3rd (3) Perfect 4th <i>NB Coverage includes a melodic interval, a harmonic interval, and a pitch affected by key signature.</i></p>																			
(d)		<ul style="list-style-type: none"> Identifies all details of ONE cadence. 	<ul style="list-style-type: none"> Identifies all details of BOTH cadences. 																	
		<table border="1"> <thead> <tr> <th>Bar nos</th> <th>Key</th> <th colspan="2">Chords</th> <th>Cadence</th> </tr> </thead> <tbody> <tr> <td>60–62</td> <td>G major</td> <td>V</td> <td>I</td> <td>Perfect</td> </tr> <tr> <td>84–85</td> <td>D major</td> <td>V⁷</td> <td>I</td> <td>Perfect</td> </tr> </tbody> </table>				Bar nos	Key	Chords		Cadence	60–62	G major	V	I	Perfect	84–85	D major	V ⁷	I	Perfect
		Bar nos	Key	Chords		Cadence														
		60–62	G major	V	I	Perfect														
84–85	D major	V ⁷	I	Perfect																
(e) (i)	<ul style="list-style-type: none"> Identifies the compositional device used in the cello part: - repetition. 																			
(ii)			<ul style="list-style-type: none"> Explains TWO ways the piano part is varied, eg: - the dynamic changes – <i>mf</i> / <i>p</i> - the left hand plays the A an octave higher in bar 73 - the last chord is inverted in bar 74. 																	

N1	N2	A3	A4	M5	M6	E7	E8
Partial evidence but insufficient answer.	Some incomplete pieces of evidence.	ONE piece of evidence at Achievement level.	TWO pieces of evidence at Achievement level.	ONE piece of evidence at Merit level.	TWO pieces of evidence at Merit level.	ONE piece of evidence at Excellence level.	TWO pieces of evidence at Excellence level.

N0 = No response; no relevant evidence.

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 7	8 – 14	15 – 19	20 – 24