

**Assessment Schedule – 2013**

**Music: Demonstrate aural understanding through written representation (91275)**

**Evidence Statement**

Question	Achievement	Achievement with Merit	Achievement with Excellence
<b>ONE</b>	<b>Chord Recognition</b>		
(a)	<p><i>There are 12 chords and two cadences to be identified.</i></p> <p>♩ = 69</p> <p>Ab OR I 3 Eb OR V Ab OR I Fm OR vi Bbm OR ii Eb7 OR V7 Ab OR I</p> <p>Trumpet (concert pitch)</p> <p>3 Bbm OR ii Eb OR V Ab OR I Ab/C OR Ib Db OR IV Ab OR I Eb7 OR V7 Ab OR I Bbm OR ii Eb OR V</p> <p>Cadence ①: Perfect Cadence ②: Imperfect</p>		
(b)	<p><i>There are 12 chords and two cadences to be identified.</i></p> <p>♩ = 60</p> <p>D OR I Bm7 OR vi7 Em7 OR ii7 A7 OR V7</p> <p>Clarinet (concert pitch)</p> <p>5 D OR I G OR IV Em OR ii A sus4 OR V sus4 A OR V D OR I G OR IV</p> <p>11 E minor B7 OR V7 Em OR i Eo/G D major D/F# OR Ib Em7 OR ii7 A7 OR V7 D OR I G OR IV D OR I</p> <p>Cadence ①: Imperfect Cadence ②: Plagal</p>		


N1	N2	A3	A4	M5	M6	E7	E8
Identifies ONE chord (of 12) in isolation in either part of the question.	Identifies TWO chords (of 12) in isolation in either part of the question.	Identifies FOUR chords (of 12) in isolation in either part of the question.	Identifies FIVE chords (of 12) in isolation in either part of the question.	Identifies TWO progressions of TWO adjacent chords from across both extracts.	Identifies THREE progressions of TWO adjacent chords from across both extracts.	Identifies TWO cadences  AND For ONE cadence, identifies all three highlighted chords.	Identifies THREE cadences  AND For TWO cadences, identifies all three highlighted chords.

**N0** = No response; no relevant evidence.

Question	Achievement	Achievement with Merit	Achievement with Excellence
<b>TWO</b>	<b>Melodic and Rhythmic Dictation</b>		
(a)	<p><i>There are six contours / patterns, and two phrases to transcribe.</i></p>		
(b)	<p><i>There are six contours / patterns, and two phrases to transcribe.</i></p> <p><i>Note that accurate identification of a contour requires that its first and last pitches are appropriate in relation to the pitches that precede and follow it.</i></p>		

N1	N2	A3	A4	M5	M6	E7	E8
Identifies ONE contour (of 6) in either part of the question.	Identifies TWO contours (of 6) in either part of the question.	Identifies THREE contours (of 6) in either part of the question.	Identifies FOUR contours (of 6) in either part of the question.	Accurately transcribes THREE (of 12) patterns.	Accurately transcribes FOUR (of 12) patterns.	Transcribes TWO (of 4) phrases accurately, with allowance for TWO inexact pitches or rhythms.	Transcribes THREE (of 4) phrases accurately, with allowance for TWO inexact pitches or rhythms.

**N0** = No response; no relevant evidence.

Question	Achievement	Achievement with Merit	Achievement with Excellence
<b>THREE</b>	<b>Elements and Expressive Features</b>		
(a) (i)	Identifies the musical element contributed by any TWO instruments, eg:  <u>Snare drum</u> • rhythm  <u>Guitar</u> • melody  <u>Piano</u> • harmony.	Describes how the element is used by TWO instruments, eg:  <u>Snare drum</u> • plays on beats 2 and 4 of each bar  <u>Guitar</u> • plays a 2-phrase tune  <u>Piano</u> • plays both bass and chords.	
(ii)		Identifies the bar of the melody used as the melodic basis for the chorus melody: • marks 'X' above the last (second-time) bar.	
(iii)			Notates the first bar of the chorus:  
(iv)	Describes the role of the lead singer in the chorus: • sings the melody / hook line (which is repeated once).		
(v)		<b>Describes</b> TWO roles of the backing singers in the chorus, eg: • they provide the harmony / backing vocal  • they echo (the words) of the lead singer.	<b>Describes in detail</b> TWO roles of the backing singers in the chorus, eg: • they provide the harmony / backing vocal, singing together in thirds  • they echo (the words) of the lead singer at the beginning ("just add water") and end ("dissolve") of each phrase.
(vi)	Identifies ONE untuned percussion instrument used in the outro: • tambourine • (egg) shaker / maraca • kick / bass drum.		
(vii)			Describes in detail the role of the piano at the beginning AND the end of the outro, eg: <u>Beginning</u> • plays bass and chords (as in the introduction), and melody <u>End</u> • plays broken chords / arpeggios (chords I and IV).

Question	Achievement	Achievement with Merit	Achievement with Excellence
(b) (i)	Identifies the solo instrument: • violin.	Identifies AND describes TWO instrumental techniques used by the soloist, eg: • arco – using the bow • double stopping – playing two notes together • glissando – sliding from one note to another.	
(ii)	Identifies the instrument playing the main theme OR the percussion instrument: <u>Main theme</u> • oboe <u>Percussion</u> • temple blocks / woodblocks / coconut shells.		
(iii)		Describes ONE way the <u>melody</u> / <u>pitch</u> is different in the restatement of the theme, eg: <u>Melody / pitch</u> • the melody is (doubled) an octave higher • a countermelody is added.	Describes ONE way BOTH the <u>texture</u> and <u>instrumentation</u> have been developed in the restatement of the theme, eg: <u>Texture</u> • polyphonic – there are now two melodies with independent rhythms <u>Instrumentation</u> • piccolo doubles the oboe playing the main theme • French horn (accept trombone) plays the countermelody.
(iv)			Describes ONE way that each of TWO elements / features is different from earlier extracts, eg: <u>Tempo</u> • slower <u>Melody</u> • countermelody (from earlier extract) has become the melody • trombone instead of French horn <u>Accompaniment</u> • in the upper register (upper woodwind and celeste instead of temple blocks and strings) • tuned instruments instead of untuned percussion • decorated with mordents / grace notes <u>Articulation</u> • smoother / legato (both melody and accompaniment)

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
ONE piece of evidence at Achievement level.	TWO pieces of evidence at Achievement level.	THREE (of five) pieces of evidence at Achievement level.	FOUR (of five) pieces of evidence at Achievement level.	THREE (of five) pieces of evidence at Merit level.	FOUR (of five) pieces of evidence at Merit level.	THREE (of five) pieces of evidence at Excellence level.	FOUR (of five) pieces of evidence at Excellence level.

**N0** = No response; no relevant evidence.

### Judgement Statement

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 8	9 – 13	14 – 19	20 – 24