

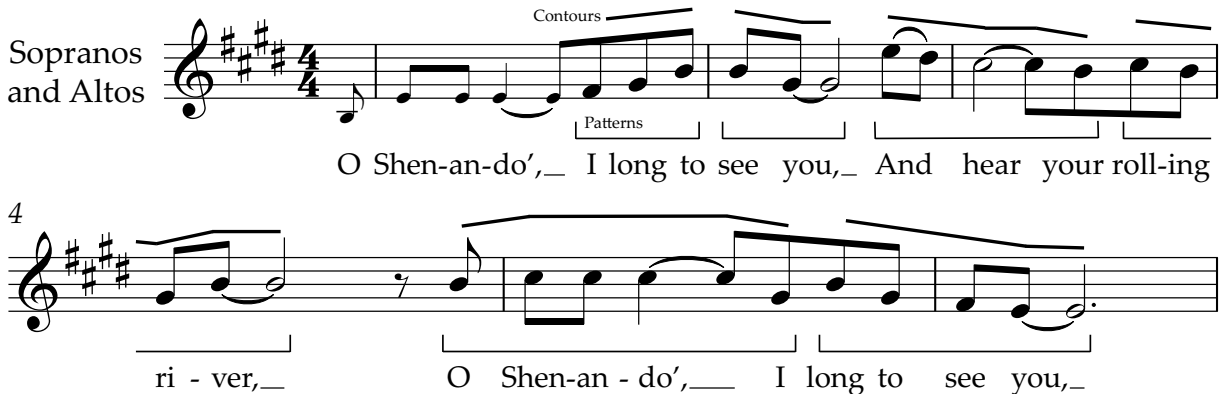
## Assessment Schedule – 2013

### Making Music: Integrate aural skills into written representation (91420)

#### Evidence Statement

Question	Achievement	Achievement with Merit	Achievement with Excellence
<b>ONE</b>	<b>“Shenandoah”</b>		
(a) (i)	Identifies the Italian words describing the instrumentation, AND gives the English meaning: <u>Style</u> : a capella • (the choir is) unaccompanied.		
(ii)	Identifies AND explains the texture: <u>Texture</u> : homophonic • the melody in the soprano / upper part is accompanied by chords in the other parts.		
(iii)	Identifies an appropriate Italian term for a tempo of 40–44 bpm. AND gives the English meaning, eg: • Largo – slow, broadly, dignified • Lento – slow • Adagio – slow • Andante – at a walking pace.		
(b) (i)		Identifies the tonality AND gives ONE piece of evidence in support, eg: <u>Tonality</u> : major • the first chord is major • the third note of the scale is raised in the melody (eg the note on “’Tis seven long years since <u>last</u> ...”) • the last chord is major.	
(ii)	Identifies the articulation used AND gives the English meaning: • Legato – smoothly.		
(c) (i)	Identifies the compositional device used in the last two bars: <u>Device</u> : imitation	Identifies the compositional device used in the last two bars AND explains its use, eg: • the tenors and basses echo the melody sung on (“the wide Missouri”) by the sopranos and altos.	
(ii)			

Question One (cont'd)

Question	Achievement	Achievement with Merit	Achievement with Excellence
(d)			Identifies the device used AND explains its use, eg: <u>Device:</u> augmentation <ul style="list-style-type: none"> <li>the same motif ("O Shenando") is repeated in notes of longer duration.</li> </ul> OR <u>Device:</u> fragmentation <ul style="list-style-type: none"> <li>only the first part of the original phrase is sung.</li> </ul>
(e)	Makes a <b>generally accurate</b> transcription of the vocal melody, including: <ul style="list-style-type: none"> <li>FOUR (of six) contours.</li> </ul>	Makes a <b>secure</b> transcription of the vocal melody, including: <ul style="list-style-type: none"> <li>THREE (of six) patterns.</li> </ul>	Makes an <b>accurate</b> transcription of the vocal melody, including: <ul style="list-style-type: none"> <li>no more than THREE inexact pitches or rhythms</li> <li>all notes aligned with text underlay</li> <li>all missing bar lines added.</li> </ul>
<p>There are six melodic contours / melodic and rhythmic patterns to transcribe.</p> <p>Sopranos and Altos</p>  <p>The image shows two staves of musical notation. The top staff is for Sopranos and Altos, in G major (one sharp) and 4/4 time. It contains the melody for the first line of the song: "O Shen-an-do', I long to see you, And hear your roll-ing". Above the staff, there are six horizontal lines labeled "Contours" that trace the pitch movement of the notes. Below the staff, there are three brackets labeled "Patterns" that group specific rhythmic and melodic segments. The bottom staff is for the Alto part, starting with a 4-measure rest, then continuing the melody: "ri - ver, O Shen-an - do', I long to see you,". Similar to the top staff, it has contours and patterns indicated.</p>			

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of six) piece of evidence at Achievement level.	TWO (of six) pieces of evidence at Achievement level.	THREE (of six) pieces of evidence at Achievement level.	FOUR (of six) pieces of evidence at Achievement level.	ONE (of three) piece of evidence at Merit level.	TWO (of three) pieces of evidence at Merit level.	Makes an accurate transcription in part (e).	TWO (of THREE) pieces of evidence at Excellence level, including an accurate transcription in part (e).

N0 = No response; no relevant evidence.

Question	Achievement	Achievement with Merit	Achievement with Excellence
<b>TWO</b>	<b>Elgar – Cello Concerto</b>		
(a) (i)	Identifies AND explains the string technique: Technique: quadruple-stopping (accept “double-stopping”) • four (accept “2”) notes are played (at the same time) as a chord.		
(ii)	Identifies the implied cadence: • Perfect	Explains why the cadence is “implied”: • only the root notes of the (dominant and tonic) chords are played, without any harmony.	
(b) (i)	Identifies the solo instrument AND the instrumental family: • <u>Solo instrument</u> : clarinet • <u>Instrumental family</u> : strings		
(ii)		Identifies THREE (of four) chords as major or minor.	Identifies THREE (of four) chords using Roman numeral notation.
		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">mi</div> <div style="border: 1px solid black; padding: 2px;">MA</div> <div style="border: 1px solid black; padding: 2px;">mi</div> <div style="border: 1px solid black; padding: 2px;">MA</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">i</div> <div style="border: 1px solid black; padding: 2px;">VI</div> <div style="border: 1px solid black; padding: 2px;">iv</div> <div style="border: 1px solid black; padding: 2px;">Vc</div> </div>	
(c) (i)	Identifies the time signature AND adds note stems in the first bar.		
(ii)		Precisely explains the metre, according to the time signature, as EITHER: • (if $\frac{9}{8}$ ) compound triple metre, with dotted crotchet beats • (if $\frac{3}{4}$ ) simple triple metre, with crotchet beats.	
(iii)			Identifies the main motif by drawing a bracket over the notes AND Explains ONE reason for the identification of the motif, eg: • the twelve notes of the motif are repeated / developed as a sequence.
	<p><i>Two possible responses:</i></p> <div style="display: flex; align-items: center;"> <span>Strings</span> <span>OR</span> </div>		

Question Two (cont'd)

Question	Achievement	Achievement with Merit	Achievement with Excellence
(d)			<p>Identifies AND explains the use of TWO compositional devices, eg:</p> <p><u>Fragmentation</u></p> <ul style="list-style-type: none"> <li>the violins play, then repeat, a figure resembling the first half of the motif (bar 46)</li> </ul> <p><u>(Varied / inexact) repetition</u></p> <ul style="list-style-type: none"> <li>the clarinets and bassoons repeat the motif with the second half / last four notes at a higher pitch (bar 47)</li> <li>the solo cello does a similar thing, but leaps to a higher pitch on the fourth note of the motif (bar 49)</li> </ul> <p><u>Imitation</u></p> <ul style="list-style-type: none"> <li>the violins echo exactly what the cello has just played (bar 50).</li> </ul> <p><i>Other responses possible.</i></p>

(e)	<p>Indicates NINE (of 15) performance directions, with:</p> <ul style="list-style-type: none"> <li>at least one instance of each of the six specified markings</li> <li>allowance for plausible alternative placement of "rit.", "accel.", and the fermatas.</li> </ul>		
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**Allegro molto** (♩ = 138) *rit.*

Cello Solo

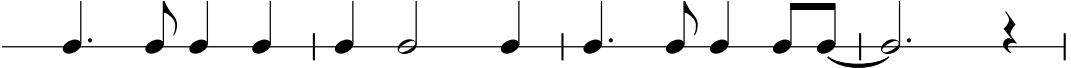
3 *pp* *rit.* *pizz.* *p*

5 *a tempo* *arco* *pp* *rit.* *pizz.* *p* *a tempo* *arco* *mf* *rit.*

8 *pizz.* *p* *dim.* *ff* *a tempo* *accel.*

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

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

Question	Achievement	Achievement with Merit	Achievement with Excellence
<b>THREE</b>	<b>“Eleanor Rigby”</b>		
(a)	Identifies the ensemble playing the accompaniment: • (double) string quartet.		
(b) (i)		Gives the meaning of “vibrato”, eg: • rocking the finger on the string in order to cause a slight, rapid alteration of the pitch.	
(ii)		Explains the expressive effect of the lack of vibrato, eg: • the performance is dry / lacks warmth.	
(c) (i)	Identifies AND explains the texture: <u>Texture:</u> homophonic • the melody in the vocal part is accompanied by chords in the other parts.		
(ii)		Explains ONE way in which the texture is varied in the second half of the extract, eg: • the instruments play broken chords instead of block chords.	
(d) (i)		Precisely describes TWO uses of articulation in Chorus 1, eg: • the violins play staccato crotchets throughout • the cello plays a legato (counter-) melody beneath the vocal melody.	
(ii)			Explains precisely how each of Chorus 2 AND Chorus 3 contrast with the first chorus, eg: <u>Chorus 2</u> • the violin plays an <u>ascending</u> scale as an answering motif to the vocal line <u>Chorus 3</u> • a second vocalist adds a <u>countermelody above</u> the lead vocal.
(e)			Makes an accurate rhythmic transcription of the oboe melody, with: • correct duration of last note • allowance for TWO errors.
	<p>Oboe (rhythm) </p>		

## Question Three (cont'd)

Question	Achievement	Achievement with Merit	Achievement with Excellence
(f) (i)	Explains the how the rhythm of the bass part differs between the introduction and when the voices enter, eg: <ul style="list-style-type: none"> <li>in the introduction, the bass plays the same rhythm as the organ; when the voices enter, the bass has an independent rhythm / plays steady crotchet and quaver beats.</li> </ul> <i>Other responses possible.</i>		
(ii)	Explains how the drums AND guitar create the reggae “feel”, eg: <ul style="list-style-type: none"> <li>Drums – silent on the first beat of the bar</li> <li>Guitar – strums staccato chords on the off-beats (the “skank”).</li> </ul> <i>Other responses possible.</i>		
(g)	Describes THREE changes in dynamics, using Italian terms and quoting the lyrics, eg: <ul style="list-style-type: none"> <li><i>crescendo</i> – “ah look at all”</li> <li><i>decrescendo / diminuendo</i> – “the lonely people”, “ah”</li> <li><i>piano</i> – “doo”</li> <li><i>subito forte</i> (accept <i>sforzando</i>) – “ah”.</li> </ul>		

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of five) piece of evidence at Achievement level.	TWO (of five) pieces of evidence at Achievement level.	THREE (of five) pieces of evidence at Achievement level.	FOUR (of five) pieces of evidence at Achievement level.	TWO (of four) piece of evidence at Merit level.	THREE (of four) pieces of evidence at Merit level.	Makes an accurate rhythmic transcription in part (e).	TWO (of 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 – 20	21 – 24