

Assessment Schedule – 2014

Music: Demonstrate aural understanding through written representation (91275)

Evidence Statement

Question	Achievement	Achievement with Merit	Achievement with Excellence
ONE	Chord Recognition		
(a)	<p><i>There are 12 chords and two cadences to be identified.</i></p> <p>Cadence ①: Perfect Cadence ②: Perfect</p>		
(b)	<p><i>There are 12 chords and two cadences to be identified.</i></p> <p>Cadence ①: Imperfect Cadence ②: Perfect</p>		



N1	N2	A3	A4	M5	M6	E7	E8
In BOTH parts of the question, identifies any ONE chord.	In BOTH parts of the question, identifies any TWO (of 12) chords in isolation.	In BOTH parts of the question, identifies any FOUR (of 12) chords in isolation.	In BOTH parts of the question, identifies any SIX (of 12) chords in isolation.	Identifies any FOUR progressions of TWO adjacent chords.	Identifies any SIX progressions of TWO adjacent chords.	Identifies TWO cadences AND For any TWO cadences, identifies all three highlighted chords.	Identifies THREE cadences AND For any THREE cadences, identifies all three highlighted chords.

N0 = No response; no relevant evidence.

Question	Achievement	Achievement with Merit	Achievement with Excellence
TWO	Melodic and Rhythmic Dictation		
(a)	<p><i>There are two passages, and six melodic contours / melodic and rhythmic patterns to transcribe.</i></p>		
(b)	<p><i>There are two passages, and six melodic contours / melodic and rhythmic patterns 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 any ONE contour.	Identifies any TWO (of 12) contours.	Identifies any THREE (of 12) contours.	Identifies any FOUR (of 12) contours.	Accurately transcribes THREE (of 12) patterns.	Accurately transcribes FOUR (of 12) patterns.	Transcribes TWO (of 4) passages accurately, with allowance for TWO inexact pitches or rhythms.	Transcribes THREE (of 4) passages accurately, with allowance for ONE inexact pitch or rhythm.

N0 = No response; no relevant evidence.

Question	Achievement	Achievement with Merit	Achievement with Excellence
THREE	Elements and Expressive Features		
(a) (i)	Identifies an instrument in the same immediate family as the instrument playing the melody: • oboe.	Identifies the instrument playing the melody: • cor Anglais / English horn.	
(ii)	Identifies the accompanying instrument: • double / string / acoustic bass.	Identifies AND describes the instrumental technique: • pizzicato – plucking the strings.	
(iii)		Identifies the tonality: • minor <i>AND</i> Gives ONE piece of evidence in support, eg: • the third degree of the scale is a minor 3rd above the tonic.	Precisely identifies the tonality: • natural minor / modal / Aeolian mode <i>AND</i> Gives ONE piece of evidence in support, eg: • the third degree of the scale is a minor 3rd above the tonic • the sixth degree of the scale is a minor 6th above the tonic • the seventh degree of the scale / leading note is not raised.
(iv)	Identifies the primary instrument and describes how it is used: • flute – plays the melody.	Identifies the secondary instrument and describes how it is used: • cor anglais* – plays a countermelody. * Or the instrument identified in (a) (i).	
(v)		Describes how the beginning of the melody has been altered, eg: • it starts with a run-up.	Precisely describes how the beginning of the melody has been altered, eg: • (two) extra notes are played.
(vi)	Describes the difference between the melody and accompaniment, eg: • the melody is legato / smooth, and the accompaniment is staccato / detached.		
(vii)	Identifies the term for a repeated rhythmic pattern: • ostinato.		
(viii)			Notates the rhythm of the upper strings:  OR accept  (or equivalent)

Question Three cont'd

Question	Achievement	Achievement with Merit	Achievement with Excellence
(a) (ix)		Identifies three main sections of the music using letter names: <ul style="list-style-type: none"> • A B C 	Precisely identifies three main sections of the music using letter names: <ul style="list-style-type: none"> • A B A B C A B
(x)			Describes ONE way in which two sections contrast melodically, eg: <ul style="list-style-type: none"> • A has more leaps than B • the first half of A ascends, and the second half descends; B predominantly descends • C has a new melody with notes of longer duration / that ends in the dominant key • Compared to A, the melody in A' is heard in a different timbre / is played an octave higher / has an accompanying countermelody. <i>Other responses possible.</i>
(b) (i)	Identifies the instrument that establishes the tonality: <ul style="list-style-type: none"> • (acoustic) guitar. 	Describes how the tonality is established: <ul style="list-style-type: none"> • tonic and dominant notes (implying chords I and V) are played / repeated as a bass line. 	
(ii)	Identifies the time signature: <ul style="list-style-type: none"> • $\frac{4}{4}$ or c <p>OR</p> <ul style="list-style-type: none"> • $\frac{2}{2}$ or ϕ or $\frac{2}{4}$ 	Gives ONE term that describes the metre, eg: <ul style="list-style-type: none"> • common time • (simple) quadruple <p>OR</p> <ul style="list-style-type: none"> • cut time • alla breve • (simple) duple. 	
(iii)	Identifies the instrument playing the melody: <ul style="list-style-type: none"> • trumpet. 		
(iv)		Describes the change to the instrumentation when the theme is repeated: <ul style="list-style-type: none"> • another trumpet is added. 	
(v)			Describes the harmonic relationship between the instruments at the end of the extract: <ul style="list-style-type: none"> • the second trumpet plays below the first / in mostly (parallel) intervals / 6ths and 3rds.

Question Three cont'd

Question	Achievement	Achievement with Merit	Achievement with Excellence
(vi)	Identifies a rhythmic device used in the extract, eg: <ul style="list-style-type: none"> • syncopation • repetition. 	Describes the rhythmic device, eg: <u>Device:</u> syncopation <ul style="list-style-type: none"> • accents are placed on beats that are normally weak. 	Gives ONE piece of evidence to describe how the rhythmic device is used, eg: <u>Device:</u> syncopation <ul style="list-style-type: none"> • in the second bar of the melody, the down-beat to the following bar is anticipated / the note is played “ahead of the beat”. <i>Other responses possible.</i>
(b) (vii)		Describes ONE way that the second theme contrasts with the opening theme, eg: <ul style="list-style-type: none"> • the melody is different • the key is different • the instrumentation is different (the melody is played by a stringed / percussion instrument instead of the trumpet). <i>Other responses possible.</i>	Describes TWO ways that the second theme contrasts with the opening theme, eg:

N1	N2	A3	A4	M5	M6	E7	E8
ONE piece of evidence at Achievement level.	THREE pieces of evidence at Achievement level.	FIVE (of seventeen) pieces of evidence at any level.	SEVEN (of seventeen) pieces of evidence at any level.	FOUR (of fourteen) pieces of evidence at Merit or Excellence level.	SIX (of fourteen) pieces of evidence at Merit or Excellence level.	FOUR (of eight) pieces of evidence at Excellence level.	FIVE (of eight) pieces of evidence at Excellence level.

N0 = No response; no relevant evidence.

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 7	8 – 13	14 – 19	20 – 24