




Assessment Schedule – 2014**Music: Demonstrate knowledge of conventions in a range of music scores (91276)****Evidence Statement**

Question	Achievement	Achievement with Merit	Achievement with Excellence	
ONE	Score Extract A: Menuetto and Trio			
(a)	Identifies any TWO instruments: [A] Clarinet (in B \flat) [B] Viola [C] Piano	Gives ONE piece of evidence to justify the identification of BOTH instruments, eg: <ul style="list-style-type: none"> Clarinet – key signature indicates a transposing instrument in B\flat Viola – uses the alto clef Piano – two staves indicate a part for two hands. 		
(b)	Identifies the key of ONE (of 3) modulations.	Gives evidence for TWO (of 3) modulations.	Describes the relationship of TWO modulations to B \flat major.	
		Key	Evidence	
	A	F major	E \sharp / raised leading note Perfect / V ⁷ – I cadence in F	Dominant
	B	C minor	B \sharp / raised leading note Perfect / V – I cadence in C minor	Supertonic minor / Relative minor of the subdominant
C	E \flat major	A \flat Perfect / V ⁷ – I cadence in E \flat	Subdominant	
(c)	Identifies the bar numbers and instrument for TWO (of 3) features.			
		Feature	Bar no(s)	Instrument / part
		A dominant pedal	22–25	Piano / [C]
		Six notes of an ascending chromatic scale	15/16–18 31/32–34	Piano (R.H.) / [C] Clarinet / [A]
	Six notes of a descending major scale, beginning on the tonic	35	Clarinet / [A]	
(d)	(i) Identifies the compositional device: <ul style="list-style-type: none"> repetition. 	(ii) Describes the use of the compositional device: <ul style="list-style-type: none"> the music from bar 24, beat 3 to bar 26, beat 2 is repeated exactly (<i>response must accurately specify where the repetition begins</i>) 		


Question	Achievement	Achievement with Merit	Achievement with Excellence
TWO	Score Extract B: <i>Funeral March of a Marionette</i>		
(a)	Gives the meaning of ONE (of 3) terms: <ul style="list-style-type: none"> • <u>Allegretto</u> – fairly quick / moderately lively • <u>poco a poco</u> – little by little • <u>D.S. al CODA</u> – go back to the sign / §, play until “to CODA” / ☐, then skip to the coda. 		
(b)		Lists the parts of the piece in the order in which they will be played: <ul style="list-style-type: none"> • Bars 1–7; Bars 8–15; Bars 8–13; Bars 16–18; Bars 19–20; Bars 19–20; Bars 21–24; Bars 8–15; (Bars 8–13); Bars 16–18; Bars 25–30 (Coda). 	
(c)	Describes the metre: <ul style="list-style-type: none"> • compound duple. 	Notates a 1-beat note in $\frac{6}{8}$. 	
(d)	Identifies ONE type of minor scale used: <ul style="list-style-type: none"> • <u>Bars 8 and 9</u> – melodic • <u>Bars 14 and 15</u> – harmonic. 		
(e)		Explains the reason why the timpani are tuned to D and A as: <ul style="list-style-type: none"> • the timpani are tuned to the 1st and 5th notes of the scale. 	Precisely explains the reason why the timpani are tuned to D and A as: <ul style="list-style-type: none"> • the timpani are tuned to the tonic and dominant of the key.
(f)	(i) Describes the techniques used by BOTH instruments, eg: <ul style="list-style-type: none"> • <u>Xylophone</u> – (alternate notes) played using two mallets / a mallet in each hand • <u>Tambourine</u> – shaken. 	(ii) Explains why the techniques are used, eg: <ul style="list-style-type: none"> • to prolong the sound produced / because the instruments cannot otherwise produce a sustained sound. 	(iii) Notates the rhythm performed: 
(g)	(i) Names the grace-note: <ul style="list-style-type: none"> • <u>acciaccatura</u> (accept “crush(ed) note”). 	(ii) Describes how the grace-note is played, eg: <ul style="list-style-type: none"> • it is played as quickly as possible before the beat / the following note. 	

Question Two cont'd

Question	Achievement	Achievement with Merit	Achievement with Excellence
(h)		<p>Describes TWO different ways that repeated material is varied, identifying bar numbers and instruments, eg:</p> <ul style="list-style-type: none"> bars 10–13, glockenspiel – a <u>countermelody / descant</u> is added on the repeat bars 19–20, marimba and other instruments – the repeat is at a <u>different / lower dynamic level</u>. 	
(i)		<p>Transposes the passage into a key other than B minor, including:</p> <ul style="list-style-type: none"> the key signature all pitches correct relative to the original passage, with allowance for ONE error. 	<p>Transcribes the passage accurately up a major 6th into B minor, including:</p> <ul style="list-style-type: none"> the key signature all pitches and accidentals correct, with allowance for ONE error. <p>26</p> 

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

N0 = No response; no relevant evidence.

Question	Achievement	Achievement with Merit	Achievement with Excellence
THREE	Score Extract C: “Legend”		
(a)	Identifies the instrumental group of which the ensemble is a subset: • brass band.	Provides ONE piece of evidence to support the identification, eg: • the cornet, E \flat and baritone horns, euphonium, and E \flat bass are brass band instruments (none would be found in a standard orchestra) • all instruments use treble clef • the E \flat horn is a brass band instrument (other wind ensembles would use the French horn).	
(b)		Identifies the equivalent major key of the extract as <u>G major</u> , and provides ONE piece of evidence to support the identification, eg: • the B \flat instruments are written a tone higher than concert pitch, therefore the key is a tone lower than the written key signature of A major.	Identifies the key of the extract as <u>E minor</u> , and provides ONE piece of evidence to support the identification, eg: • there is a concert D \sharp (B \sharp in the E \flat instruments; E \sharp in the B \flat instruments), which is the raised leading note of E minor.
(c) (i)	Identifies the rhythmically and melodically independent instrument: • E \flat bass.		
(ii)		Identifies the instruments that double each other an octave apart: • solo cornet • euphonium	
(d)	(i) Names the pitch: • F double-sharp.	(ii) Notates this pitch in its simplest enharmonic form: 	
(e) (i)	Identifies the quantity only of FOUR (of 5) intervals. (1) Perfect 4th (2) Minor 3rd (3) Minor 2nd (4) Major 3rd (5) Major 2nd	Fully describes FOUR (of 5) intervals.	
(ii)			Describes the range of the solo cornet part: • minor 10th / compound minor 3rd.

Question Three cont'd

Question	Achievement	Achievement with Merit	Achievement with Excellence
(f) (i)	Identifies the compositional device: • augmentation		
(ii)		Describes how the compositional device is used, eg: • (compared to bars 47–48) the notes are twice as long / minims instead of crotchets.	
(g)	Labels the staves to identify the corresponding music: • C • B • A • D		
(h)			Describes TWO different ways that the melody is given prominence over the accompaniment, identifying bar numbers and instruments, eg: • bars 1–8, the melody is doubled by the solo cornet and euphonium; accompanying instruments are not doubled • bars 1–24, the cornet melody is the uppermost (and therefore most prominent) voice in the texture • bar 16, the cornet and euphonium have a louder dynamic (<i>mf</i>) than the accompanying instruments (<i>mp</i>).

N1	N2	A3	A4	M5	M6	E7	E8
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 six) pieces of evidence at Merit level.	FOUR (of six) pieces of evidence at Merit level.	TWO (of three) pieces of evidence at Excellence level.	THREE (of three) 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 – 18	19 – 24