



**Assessment Schedule – 2015**

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

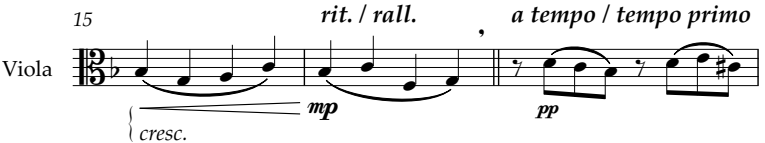
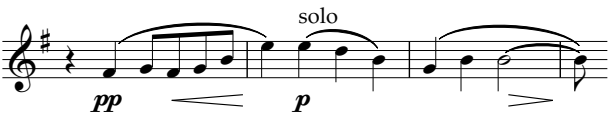
**Evidence**

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<b>ONE</b>				
(a)	Voice type: Alto	Identifies the voice type.		
(b)	Instrument: Piano / keyboard <ul style="list-style-type: none"> <li>two staves with bass and treble clefs</li> <li>staves bracketed together</li> <li>instrument is polyphonic / capable of playing chords.</li> </ul> <i>Other responses possible.</i>	Identifies the instrument.	Gives TWO pieces of evidence to identify the instrument.	
(c)	How the second sequence is different from the first: <ul style="list-style-type: none"> <li>it begins on an off-beat / the first note is tied from the previous bar</li> <li>the D is not repeated / is replaced by a rest (bar 25) OR there is a note C in place of the rest (bar 26)</li> <li>the number of notes is changed to match the extra words / syllables in the lyrics.</li> </ul> <i>Other responses possible.</i>	<b>Identifies ONE</b> difference.	<b>Describes TWO</b> differences.	<b>Explains TWO</b> differences.
(d)		Notates all eight notes a third above the melody  AND Circles and labels a major third OR a minor third.	Notates all eight notes a third above the melody with correct stems and beams  AND Circles and labels a major third AND a minor third.	

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
One (e)	<p style="text-align: center;"><b>Moderately</b></p> 	<p>Makes a transcription, including:</p> <ul style="list-style-type: none"> <li>key signatures accurately notated</li> <li>no more than TWO incorrect pitches in the soprano and alto parts.</li> </ul>	<p>Makes a transcription, including:</p> <ul style="list-style-type: none"> <li>key signatures accurately notated, and the time signature included, in all parts</li> <li>all pitches in the tenor part correct <i>OR</i> all performance markings included.</li> </ul>	<p>Makes a transcription, including:</p> <ul style="list-style-type: none"> <li>key signatures accurately notated, and the time signature included, in all parts</li> <li>all durations correct</li> <li>no more than TWO incorrect pitches <i>AND</i> all performance markings included</li> <li>all notes correctly aligned.</li> <li>no more than TWO stem directions incorrect.</li> </ul>

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

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

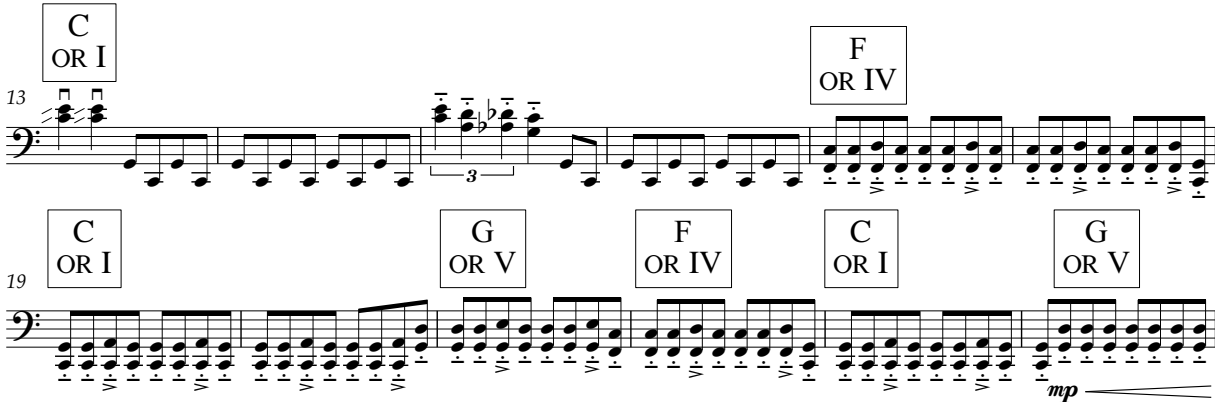
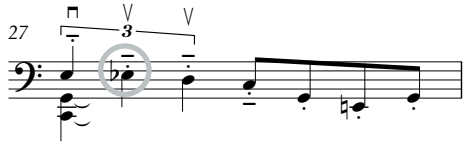
Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<b>TWO</b>				
(a)	English word for the tempo: Slow / slowly	Identifies the musical term.		
(b)	 <p><i>Other responses possible.</i></p>	Applies ONE dynamic marking OR Applies ONE tempo marking.	Applies BOTH dynamic markings OR Applies BOTH tempo markings.	Applies BOTH dynamic markings AND Applies BOTH tempo markings.
(c)	Key: D minor <ul style="list-style-type: none"> <li>• key signature of one flat</li> <li>• music begins on (tonic) D</li> <li>• raised leading note / C# (in viola part) in bar 3</li> <li>• (implied) perfect cadence (A–D) in bar 8.</li> </ul>	Identifies the correct minor key and gives ONE piece of evidence in support.	Gives TWO pieces of evidence to identify the minor key.	
(d)	<p><i>There are 13 pitches to be transposed.</i></p> 	Transposes EIGHT pitches up a 2nd.	Transposes EIGHT pitches up a 2nd, and includes: <ul style="list-style-type: none"> <li>• the correct key signature</li> <li>• correct durations of the transposed pitches.</li> </ul>	Transposes TEN pitches up a 2nd, and includes: <ul style="list-style-type: none"> <li>• the correct key signature</li> <li>• correct durations of the transposed pitches and rests</li> <li>• slurs and dynamic markings.</li> </ul>
(e)	Differences in the music in bar 17: <ul style="list-style-type: none"> <li>• the melody is played two octaves higher</li> <li>• the melody is accompanied</li> <li>• the melody is played by the violin 2.</li> </ul> <p><i>Other responses possible.</i></p>	<b>Describes</b> one difference.	<b>Describes</b> TWO differences.	<b>Describes in detail</b> TWO differences.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Two (f)	(i) Monophonic bar: Bar 9 <ul style="list-style-type: none"> <li>the cello plays solo / unaccompanied.</li> </ul> (ii) Musical element: Texture.	Identifies the bar number  <i>OR</i> Identifies the musical element.	Identifies the bar number AND gives an explanation  <i>AND</i> Identifies the musical element.	

N1	N2	A3	A4	M5	M6	E7	E8
A partial piece of evidence at Achievement level.	TWO pieces of evidence at Achievement level.	THREE (of six) pieces of evidence at Achievement level.	FOUR (of six) pieces of evidence at Achievement level.	THREE (of six) pieces of evidence at Merit level.	FOUR (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	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence												
<b>THREE</b>																
(a)	Suitable time signatures: <ul style="list-style-type: none"> <li>• <math>\frac{4}{4}</math> / c</li> <li>• <math>\frac{2}{2}</math> / <math>\phi</math></li> </ul>	Identifies an appropriate time signature.														
(b)	Evidence that the music was composed for the cello: <ul style="list-style-type: none"> <li>• it is written in the bass clef</li> <li>• it is within the range of the cello</li> <li>• the instructions “off the string” (bar 1) / “always open strings” (bar 4) imply a stringed instrument</li> <li>• bowing marks imply a bowed string instrument</li> <li>• double- / multiple-stopping is a characteristic of string instruments.</li> </ul> Other responses possible.	Gives ONE piece of evidence to identify the instrument.	Gives TWO pieces of evidence to identify the instrument.													
(c)	<table border="1" data-bbox="255 751 1171 1114"> <thead> <tr> <th data-bbox="255 751 488 799">Name</th> <th data-bbox="488 751 1171 799">How it is played</th> </tr> </thead> <tbody> <tr> <td data-bbox="255 799 488 847">staccato</td> <td data-bbox="488 799 1171 847">short and detached</td> </tr> <tr> <td data-bbox="255 847 488 895">triple</td> <td data-bbox="488 847 1171 895">play three (crotchet) notes in the time of two</td> </tr> <tr> <td data-bbox="255 895 488 983">arpeggio</td> <td data-bbox="488 895 1171 983">(quickly) play / break the notes of the chord from the lowest to the highest</td> </tr> <tr> <td data-bbox="255 983 488 1062">tremolo</td> <td data-bbox="488 983 1171 1062">repeat the note rapidly / with rapid alternating bow-strokes</td> </tr> <tr> <td data-bbox="255 1062 488 1114">fermata (pause)</td> <td data-bbox="488 1062 1171 1114">hold the note for longer than its written duration</td> </tr> </tbody> </table> Other responses possible.	Name	How it is played	staccato	short and detached	triple	play three (crotchet) notes in the time of two	arpeggio	(quickly) play / break the notes of the chord from the lowest to the highest	tremolo	repeat the note rapidly / with rapid alternating bow-strokes	fermata (pause)	hold the note for longer than its written duration	Names TWO performance markings.	Names THREE performance markings AND <b>Shows understanding</b> of how TWO are played.	Names FOUR performance markings AND <b>Explains</b> how FOUR are played.
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Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence						
<p>Three (d)</p>	<p>(i)</p> <table border="1" data-bbox="300 248 1171 496"> <thead> <tr> <th>Bar no.</th> <th>Feature</th> </tr> </thead> <tbody> <tr> <td>3 / 7 / 15</td> <td>A pair of chromatic notes that both move downwards by step</td> </tr> <tr> <td>47 / 48 / 49 / 51 / 53 / 55 / 61 / 63 / 79</td> <td>A bar made up of only the notes of a C<sup>7</sup> chord, played as an arpeggio</td> </tr> </tbody> </table> <p>(ii) <i>There are seven chords to be identified.</i></p>  <p>(iii) The “blue note”:</p>  <ul style="list-style-type: none"> <li>it is the flattened / lowered / minor third in a major scale.</li> </ul>	Bar no.	Feature	3 / 7 / 15	A pair of chromatic notes that both move downwards by step	47 / 48 / 49 / 51 / 53 / 55 / 61 / 63 / 79	A bar made up of only the notes of a C <sup>7</sup> chord, played as an arpeggio	<p>Identifies FIVE chords.</p>	<p>Identifies ONE feature</p> <p>OR</p> <p>Identifies the blue note.</p>	<p>Identifies BOTH features</p> <p>OR</p> <p>Identifies the blue note AND defines the meaning of the term.</p>
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3 / 7 / 15	A pair of chromatic notes that both move downwards by step									
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Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Three (e)	<p>(i) Musical form: Ternary</p> <p>(ii) Meaning of “D.C. al CODA”: Go back to the beginning (and play as far as the sign <math>\phi</math>) then go to the coda.</p> <p>(iii) Definition of “coda”: It is a “tail-piece” at the end of the piece (following the repeat of the first section) to round it off. <i>Other responses possible.</i></p> <p>(iv) Evidence that this is the climax of the piece:</p> <ul style="list-style-type: none"> <li>the four-note chord is the thickest texture in the piece</li> <li>the pitch ascends to the highest note in the piece</li> <li>tremolo is a dramatic effect.</li> </ul> <p><i>Other responses possible.</i></p>	<p>Identifies the form</p> <p><i>OR</i></p> <p>Defines the meaning of ONE term</p> <p><i>OR</i></p> <p>Gives ONE piece of evidence that shows this is the climax.</p>	<p><i>EITHER</i></p> <p>Identifies the form</p> <p><i>OR</i></p> <p>Defines the meaning of ONE term</p> <p><i>AND</i></p> <p>Gives ONE piece of evidence that shows this is the climax.</p>	<p>Identifies the form</p> <p><i>AND</i></p> <p>Defines the meaning of ONE term</p> <p><i>AND</i></p> <p>Gives TWO pieces of evidence that show this is the climax.</p>

N1	N2	A3	A4	M5	M6	E7	E8
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### Cut Scores

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