

Assessment Schedule – 2015


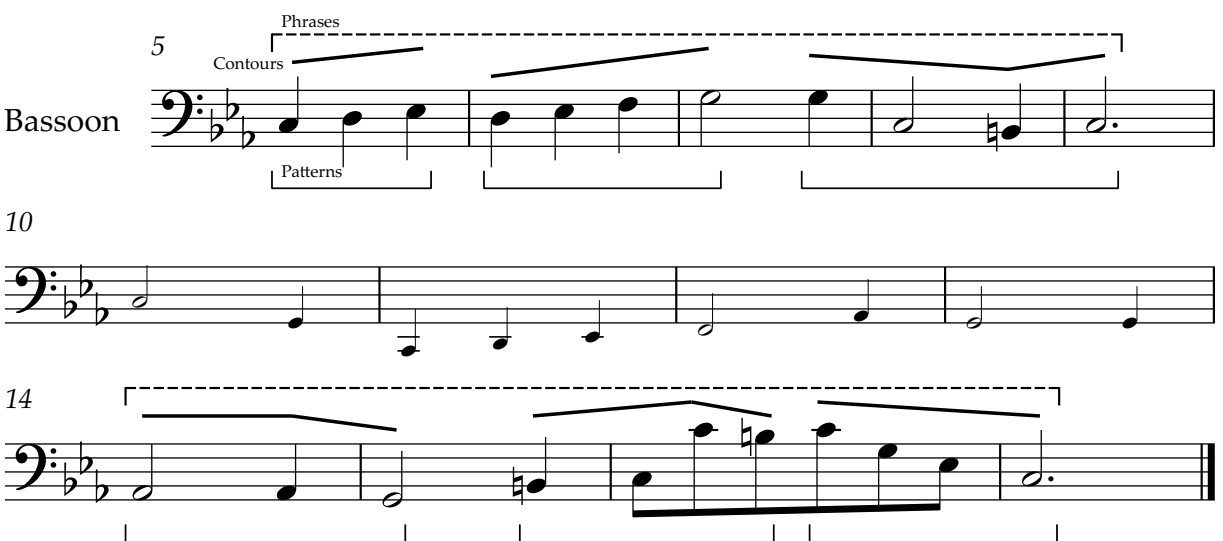
Music: Demonstrate aural understanding through written representation (91275)

Evidence Statement

Question	Sample Evidence
ONE	Chord Recognition
(a)	<p><i>There are 12 chords and two cadences to be identified.</i></p> <p>Cadence ①: Imperfect Cadence ②: Plagal</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
Identifies any TWO chords (of 24).	Identifies any FOUR chords (of 24).	Identifies any EIGHT chords (of 24).	Identifies any TWELVE chords (of 24).	Identifies FOUR progressions of TWO adjacent chords.	Identifies FIVE progressions of TWO adjacent chords.	Identifies FOUR progressions of THREE adjacent chords. Identifies TWO cadences	Identifies FIVE progressions of THREE adjacent chords. Identifies THREE cadences

N0 = No response; no relevant evidence.

Question	Sample Evidence
TWO	Melodic and Rhythmic Dictation
(a)	<p><i>There are two phrases, and six melodic contours / melodic and rhythmic patterns to transcribe.</i></p> 
(b)	<p><i>There are two phrases, 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 ONE contour (of 12).	Identifies FOUR contours (of 12).	Identifies SIX contours (of 12).	Identifies EIGHT contours (of 12).	Accurately transcribes FOUR patterns (of 12).	Accurately transcribes SIX patterns (of 12).	Transcribes TWO phrases (of 4) accurately, with allowance for TWO inexact pitches or rhythms.	Transcribes THREE phrases (of 4) accurately, with allowance for TWO inexact pitches or rhythms.

N0 = No response; no relevant evidence.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
THREE	Elements and Expressive Features			
(a) (i)	<p><i>Solo instruments:</i></p> <ul style="list-style-type: none"> • flute • harp. 	Identifies BOTH instruments.		
(ii)	<p><i>Flute [or the instrument identified in (a) (i)]</i> <i>Element:</i> melody</p> <ul style="list-style-type: none"> • plays the melody twice, the second time <u>an octave lower</u> / <u>extended by repeating the last section.</u> <p><i>Harp [or the instrument identified in (a) (i)]</i> <i>Element:</i> harmony</p> <ul style="list-style-type: none"> • accompanies the melody by playing chords / <u>playing broken chords (arpeggios) at the beginning, then by playing (strummed) chords / playing chords that continue after the melody stops.</u> <p><i>Other responses possible.</i></p>	Identifies a musical element used by EACH instrument.	Describes how a musical element used by EACH instrument is used to structure the introduction.	Precisely describes , with <u>underlined</u> -type detail, how a musical element used by EACH instrument is used to structure the introduction.
(iii)	<p><i>Time signatures:</i></p> <ul style="list-style-type: none"> • first section – $\frac{6}{8}$ • second section – $\frac{4}{4}$ or <i>c</i> 	Identifies the use of a simple time signature.	Identifies the use of a compound time signature.	
(iv)	<p><i>String technique used by first violins in the first section:</i></p> <ul style="list-style-type: none"> • arco – played with the bow <p><i>String technique used by cellos and basses in the first section:</i></p> <ul style="list-style-type: none"> • pizzicato – plucked (with the fingers) <p><i>String technique used by upper strings in the second section:</i></p> <ul style="list-style-type: none"> • tremolo – played by moving the bow back and forward rapidly. 	Identifies BOTH techniques heard in the first section.	Identifies and describes BOTH techniques heard in the first section. <i>OR</i> Identifies and describes the technique heard in the second section.	

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Three (a) (v)	<p><i>Counter melody:</i></p> <ul style="list-style-type: none"> the first time, a <u>slow-moving</u> counter melody is played <u>by the upper strings</u> above the melody the second time, a <u>pizzicato / scale passage</u> counter melody is played <u>by the lower strings / a second flute plays</u> below the melody the third time, a <u>dotted-rhythm</u> counter melody is played <u>by the lower strings</u> below the melody. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> the first time, the dynamics are soft <u>for the melody and very soft for the accompanying instruments</u> the second time, the dynamics are soft <u>for all the instruments</u> the third time, the dynamics are loud <u>for all the instruments</u>. <p><i>Instrumentation</i></p> <ul style="list-style-type: none"> the first time, strings are used, <u>lower strings playing the melody</u> the second time, flutes and strings are used, <u>flutes playing the melody and strings accompanying</u> the third time, (flutes and) strings are used, <u>the (flutes and) upper strings playing the melody and the lower strings accompanying</u>. 	Briefly explains how TWO elements / features are used in the extract.	Explains how TWO elements / features are used differently each time the melody is heard.	Comprehensively explains , with <u>underlined-type</u> detail, how TWO elements / features are used differently each time the melody is heard.
(b) (i)	<p><i>Solo instrument:</i></p> <ul style="list-style-type: none"> clarinet. 	Identifies the instrument		
(ii)	<p><i>Horn section instrument:</i></p> <ul style="list-style-type: none"> trumpet played using a (straight) mute. 	OR Identifies the instrument.	Identifies how the timbre of the specified instrument has been changed.	
(iii)	<p><i>Rhythmic feature: vamp / riff / ostinato</i></p> <ul style="list-style-type: none"> the same rhythmic pattern is repeated throughout the extract by the trumpets. <p><i>Rhythmic feature: syncopation</i></p> <ul style="list-style-type: none"> each repeat of the ostinato begins with a (quaver) rest, throwing the accent onto a beat that is not normally accented. <p><i>Other responses possible.</i></p>		Identifies and describes ONE rhythmic feature used in the horn section.	Identifies and explains how TWO rhythmic features used in the horn section.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Three (b) (iv)	<i>Jazz technique:</i> walking bass <ul style="list-style-type: none"> continuous (pizzicato / plucked) crotchets in mostly stepwise movement. 	Identifies the technique.	Identifies and describes the technique.	
(v)	<i>Compositional device:</i> call and response <ul style="list-style-type: none"> one group of instruments (the saxophones) is answered by another (the solo trumpet) 	Identifies the compositional device.	Identifies and describes the compositional device.	
(vi)	<i>Elements that are the same:</i> <ul style="list-style-type: none"> rhythm – swung in both choruses / walking bass rhythm is the same metre – the metre is common time / $\frac{4}{4}$ in both choruses tempo – the speed of the beat does not change. <i>Elements that are different:</i> <ul style="list-style-type: none"> rhythm – the bass solo is in a regular rhythm, and the trumpet solo is more rhythmically free instrumentation – bass with saxophones, piano, and drums in the first chorus, saxophones and brass / trumpets and trombones in the second chorus. <i>Other responses possible.</i>			Identifies and explains how ONE element is similar and ONE is different.

N1	N2	A3	A4	M5	M6	E7	E8
ONE piece of evidence at any level.	THREE pieces of evidence at any level.	FIVE (of ten) pieces of evidence at any level.	SIX (of ten) pieces of evidence at any level.	FIVE (of nine) pieces of evidence at Merit or Excellence level.	SEVEN (of nine) pieces of evidence at Merit or Excellence level.	TWO (of four) pieces of evidence at Excellence level.	THREE (of four) pieces of evidence at Excellence level.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24