

## Assessment Schedule – 2016

### Music: Demonstrate understanding of two substantial and contrasting music works (91277)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstration of understanding</i> involves a <b>comparison</b> of:</p> <ul style="list-style-type: none"> <li>• the contexts in which the works were composed or performed</li> <li>• the use of musical elements and features of the works.</li> </ul>	<p><i>Demonstration of in-depth understanding</i> involves a <b>detailed comparison</b> of:</p> <ul style="list-style-type: none"> <li>• the contexts in which the works were composed or performed</li> <li>• the use of musical elements and features of the works.</li> </ul>	<p><i>Demonstration of comprehensive understanding</i> involves a <b>perceptive comparison</b> of:</p> <ul style="list-style-type: none"> <li>• the contexts in which the works were composed or performed</li> <li>• the use of musical elements and features of the works.</li> </ul>

*Note: The discussion must include reference to the score of one of the works, but consideration of the accuracy of references must be made in light of the fact that the candidate is not permitted to bring scores into the examination.*

## Evidence

Task	Evidence
(a)	Compares EITHER: <ul style="list-style-type: none"> <li>the historical and / or cultural contexts in which the two works were composed and / or performed</li> <li>the purpose and / or function of the two works.</li> </ul>
(b)	Analyses the form or structure of <b>one of the works</b> .
(c)	Discusses the significance of the use of <b>TWO</b> selected elements in <b>the other work</b> .

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> an aspect of the context or purpose of the works that they have in common</p> <p><i>OR</i></p> <p><b>Identifies</b> basic aspects of the form or structure of one work</p> <p><i>OR</i></p> <p><b>Identifies</b> the use of one selected element in the other work.</p>	<p><b>Identifies</b> an aspect of the context or purpose of the works that they have in common</p> <p><i>AND EITHER</i></p> <p><b>Identifies</b> basic aspects of the form or structure of one work</p> <p><i>OR</i></p> <p><b>Identifies</b> the use of one selected element in the other work.</p>	<p>Makes a <b>simple comparison</b> of aspects of the context or purpose of the works</p> <p><i>AND EITHER</i></p> <p><b>Describes, simply</b>, the form or structure of one work</p> <p><i>OR</i></p> <p><b>Describes, simply</b>, the use of ONE selected element in the other work.</p> <p>Supports the responses with <b>simple</b> musical evidence.</p>	<p>Makes a <b>simple comparison</b> of aspects of the context or purpose of the works</p> <p><b>Describes, simply</b>, the form or structure of one work</p> <p><b>Describes, simply</b>, the use of ONE selected element in the other work.</p> <p>Supports the responses with <b>simple</b> musical evidence.</p>	<p>Makes a <b>detailed comparison</b> of aspects of the context or purpose of the works</p> <p><i>AND EITHER</i></p> <p><b>Describes, in detail</b>, the form or structure of one work</p> <p><i>OR</i></p> <p><b>Describes, in detail</b>, the use of TWO selected elements in the other work.</p> <p>Supports the responses with <b>specific</b> musical evidence.</p>	<p>Makes a <b>detailed comparison</b> of aspects of the context or purpose of the works</p> <p><b>Describes, in detail</b>, the form or structure of one work</p> <p><b>Describes, in detail</b>, the use of TWO selected elements in the other work.</p> <p>Supports the responses with <b>specific</b> musical evidence.</p>	<p>Makes a <b>perceptive comparison</b> of <b>significant</b> aspects of the context or purpose of the works</p> <p><i>AND EITHER</i></p> <p><b>Analyses, in perceptive detail</b>, the form or structure of one work</p> <p><i>OR</i></p> <p><b>Discusses, perceptively</b>, the <b>significance</b> of the use of TWO selected elements in the other work.</p> <p>Supports the responses with <b>well-chosen</b> musical evidence.</p>	<p>Makes a <b>perceptive comparison</b> of <b>significant</b> aspects of the context or purpose of the works</p> <p><b>Analyses, in perceptive detail</b>, the form or structure of one work</p> <p><b>Discusses, perceptively</b>, the <b>significance</b> of the use of TWO selected elements in the other work.</p> <p>Supports the responses with <b>well-chosen</b> musical evidence.</p>

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

## Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8