

## Assessment Schedule – 2022

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstration of <b>understanding</b></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 <b>in-depth understanding</b></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 <b>comprehensive understanding</b></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 recognise that the candidate is not permitted to bring scores into the examination.*

#### Cut Scores

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

**Evidence**

Task	Evidence
(a)	Discusses and compares the context of <b>both works</b> .
(b)	Discusses and compares the significance of a musical feature in <b>both works</b> .

N1	N2	A3	A4	M5	M6	E7	E8
<p>Describes, simply:</p> <ul style="list-style-type: none"> <li>an aspect of the context of ONE work</li> <li>a feature used in ONE work.</li> </ul>	<p>Describes, simply:</p> <ul style="list-style-type: none"> <li>an aspect of the context of BOTH works</li> <li>a feature used in BOTH works.</li> </ul>	<p>Makes a <b>simple</b> comparison of:</p> <ul style="list-style-type: none"> <li>how each work reflects the context in which it was created</li> <li>the impact of the chosen feature in both works.</li> </ul> <p><i>One of the comparisons may be weaker than the other.</i></p> <p>Supports the response with a <b>simple</b> description of:</p> <ul style="list-style-type: none"> <li>the context of each work</li> <li>the use of the chosen feature in both works.</li> </ul> <p><i>One description – or the descriptions of one work – may be weaker than the other.</i></p> <p>Supports the response with <b>simple</b> musical evidence.</p>	<p>Makes a <b>simple</b> comparison of:</p> <ul style="list-style-type: none"> <li>how each work reflects the context in which it was created</li> <li>the impact of the chosen feature in both works.</li> </ul> <p>Supports the response with a <b>simple</b> description of:</p> <ul style="list-style-type: none"> <li>the context of each work</li> <li>the use of the chosen feature in both works.</li> </ul> <p>Supports the response with <b>simple</b> musical evidence.</p>	<p>Makes a <b>detailed</b> comparison of:</p> <ul style="list-style-type: none"> <li>how each work reflects the context in which it was created</li> <li>the impact of the chosen feature in both works.</li> </ul> <p><i>One of the comparisons may be weaker than the other.</i></p> <p>Supports the response with a <b>detailed</b> description of:</p> <ul style="list-style-type: none"> <li>the context of each work</li> <li>the use of the chosen feature in both works.</li> </ul> <p><i>One description – or the descriptions of one work – may be weaker than the other.</i></p> <p>Supports the response with <b>specific</b> musical evidence.</p>	<p>Makes a <b>detailed</b> comparison of:</p> <ul style="list-style-type: none"> <li>how each work reflects the context in which it was created</li> <li>the impact of the chosen feature in both works.</li> </ul> <p>Supports the response with a <b>detailed</b> description of:</p> <ul style="list-style-type: none"> <li>the context of each work</li> <li>the use of the chosen feature in both works.</li> </ul> <p>Supports the response with <b>specific</b> musical evidence.</p>	<p>Makes a <b>perceptive</b> comparison of:</p> <ul style="list-style-type: none"> <li><b>how effectively</b> each work reflects the context in which it was created</li> <li>the impact of the chosen feature in both works.</li> </ul> <p><i>One of the comparisons may be weaker than the other.</i></p> <p>Supports the response with a <b>detailed</b> description of:</p> <ul style="list-style-type: none"> <li>the context of each work</li> <li>the use of the chosen feature in both works.</li> </ul> <p><i>One description – or the descriptions of one work – may be weaker than the other.</i></p> <p>Supports the response with <b>well-chosen</b> musical evidence.</p>	<p>Makes a <b>perceptive</b> comparison of:</p> <ul style="list-style-type: none"> <li><b>how effectively</b> each work reflects the context in which it was created</li> <li>the impact of the chosen feature in both works.</li> </ul> <p>Supports the response with a <b>detailed</b> description of:</p> <ul style="list-style-type: none"> <li>the context of each work</li> <li>the use of the chosen feature in both works.</li> </ul> <p>Supports the response with <b>well-chosen</b> musical evidence.</p>

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