Assessment Schedule – 2022

Making Music: Integrate aural skills into written representation (91420)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Integrates aural skills in **transcription**:	Securely integrates aural skills in **transcription**:	Consistently integrates aural skills in **transcription**:
• within chord progressions, by indicating chord quality (major or minor)	• within chord progressions, by indicating 7ths and suspended chords	• within chord progressions, by indicating chord inversions
• by identifying **individual chords**	• by identifying **chord progressions** (pairs of adjacent chords)	• by identifying **chord phrases** so that the original music is convincingly reproduced
• by notating melody, identifying rhythmic patterns and melodic contours	• by notating rhythmic and melodic phrases **with accuracy**	• by notating rhythmic and melodic phrases **with consistent accuracy**
• by notating musical elements and features.	• by notating musical elements and features **with accuracy**.	• by notating musical elements and features **with consistent accuracy**.
Integrates aural skills by **describing** elements and features in a passage of music.	Securely integrates aural skills by explaining the **effect or relevance** of the use of elements and features in a passage of music.	Consistently integrates aural skills by **analysing the relationship between** elements and features to a whole passage of music.

Guidelines for applying the Assessment Schedule

"Top-down" marking

Each of the tasks in the assessment is designed to allow the candidate to meet the standard at any level of Achievement. Each response should therefore be marked from "top down" – that is, evidence for meeting the standard at Excellence should first be sought, then if necessary, evidence for Merit, and then evidence for Achievement.
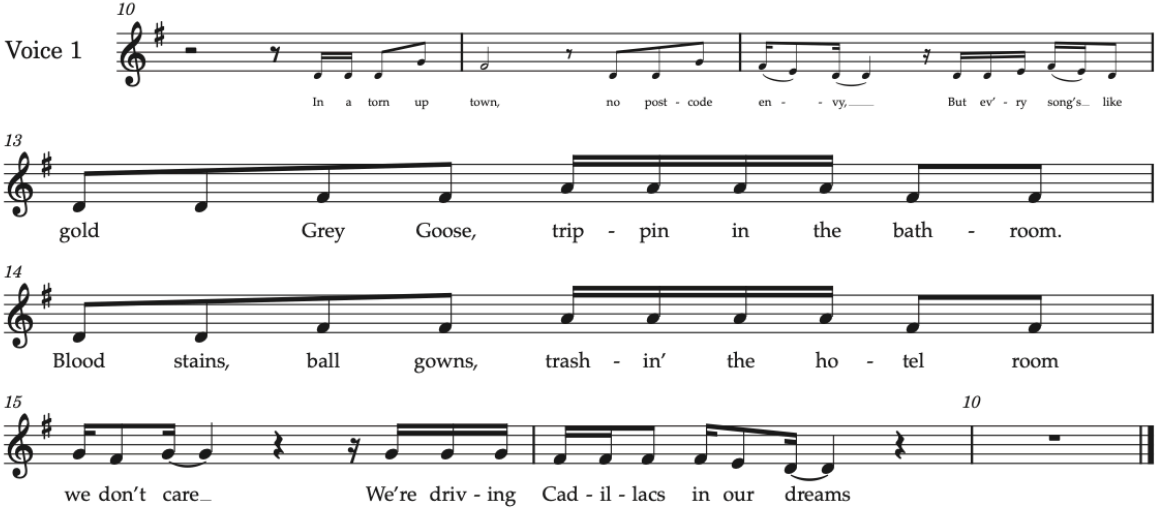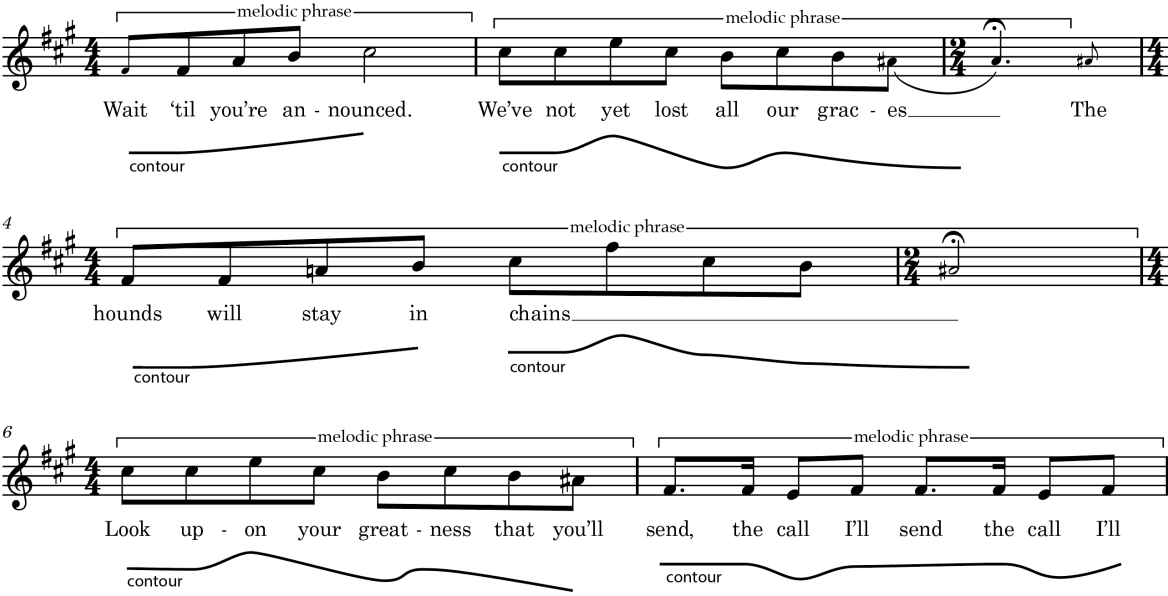
Qualitative Assessment

In the Evidence Statements, the steps up from Achievement → Merit → Excellence are intended to be qualitative, rather than quantitative – that is, rather than a higher grade requiring "more of the same" type of evidence as the grade(s) below, it should require demonstration of appreciably greater skill, as specified in the Assessment Criteria.

Cut Scores

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

Evidence
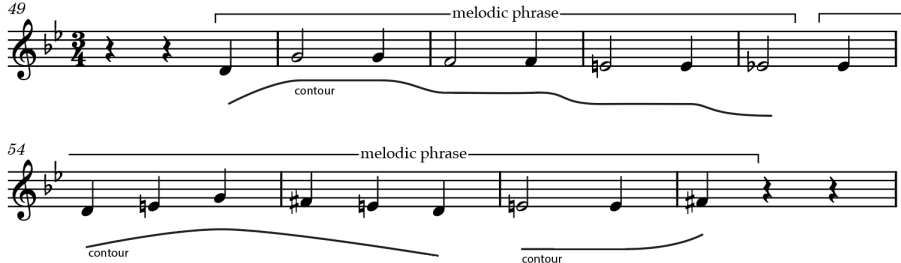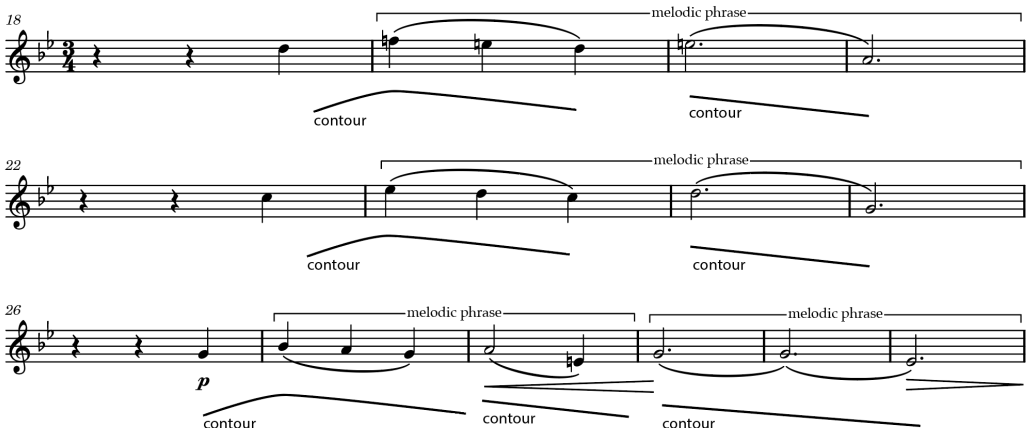
Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
ONE				
(a)	*Transcription* • See below.	Transcribes upper harmony part with allowance for FOUR errors of pitch.	Transcribes upper harmony part, including correct rhythm, with allowance for THREE errors of pitch.	Transcribes upper harmony part, including correct rhythm and all notation (beaming rests and ties), with allowance for ONE error of pitch.

There are 32 notes to transcribe

Note: repetitive errors across bars 13 and 14 are only counted once.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b)	*Melodic transcription*: • See below.	Transcribes the durations of any FOUR melodic phrases, OR any FOUR contours.	Transcribes THREE melodic phrases with allowance for FOUR errors overall.	Transcribes FOUR melodic phrases with allowance for TWO errors overall.

There are: six contours, five rhythmic patterns, and five melodic phrases to be transcribed.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
ONE				
(c)	*Chord transcription*: The root notes, and • See below. *Candidate must indicate the root notes and the chord quality (major or minor).*	Indicates for EIGHT individual chords.	Indicates for FIVE pairs of adjacent chords.	Indicates all chords in TWO (of 3) phrases.

There are 14 chords to transcribe including six minor chords, and 3 complete phrases.

F♯ (given)

So all the cups got broke, shards beneath our feet,

D♯min   C♯

but it wasn't my fault.

Phrase 1

F♯   D♯min

And everyone's competing for a love they won't receive,

C♯

'cause what this palace wants is release.

Phrase 2

B   D♯min   C♯

We live in cities you'll never see on screen,

D♯min

not very pretty, but we sure know how to run things,

Phrase 3

B   D♯min   C♯

Livin' in ruins of a palace within my dreams.

D♯min   B

And you know, we're on each other's team.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
ONE				

(d)	*Contrast of elements and features between bridge and chorus.*
	
	Possible points of analysis:
	
	• Harmony
	  - Different chord progressions used, <u>more chord changes and variety in chorus</u>, **adds momentum to chorus**.
	
	• Texture
	  - Thinner in bridge, and fuller in chorus, <u>melody doubled by backing vocals and bass added in chorus</u>, **adds emphasis and weight to chorus**.
	
	• Rhythm
	  - Simpler in bridge, with <u>sustained keyboard chords and quaver melody, syncopated melody in chorus</u>, **bridge is point of calmness / reflection in the song while energy returns in the chorus**.
	
	• Timbre:
	  - Different keyboard sounds used in bridge / chorus, <u>lighter sound in bridge with fade effect / bass guitar-type sound in chorus</u>, **bridge sounds calmer / highlights different lyrics**.
	
	• Pitch / tessitura:
	  - Higher <u>keyboard</u> / lower <u>vocals</u> in bridge, <u>these swap in the chorus with higher vocal and lower keyboard</u>, **which emphasises different lyrics in the bridge**.
	
	Other responses are possible.
		Describes how elements and features are used contrastingly between the bridge and chorus.	Explains how the elements are used contrastingly between the bridge and chorus, including <u>underlined</u>-type evidence.	Analyses, how elements and features are used contrastingly between the bridge and chorus, including **bold**-type evidence.

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of four) opportunity at any level.	TWO (of four) opportunities at any level.	THREE (of four) Achievement opportunities.	FOUR (of four) Achievement opportunities.	THREE (of four) Merit opportunities.	FOUR (of four) Merit opportunities.	THREE (of four) Excellence opportunities.	FOUR (of four) Excellence opportunities.

N0 = No response; no relevant evidence.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
TWO				
(a) (i)	*Melodic transcription*: • See below. *Pitch and placement is more important than note duration.*	Identifies THREE contours.	Transcribes the pitches with allowance for THREE errors overall.	Transcribes the pitches with allowance for ONE error overall.
(a) (ii)	*Compositional device:* e.g., <u>descending</u> **tonal** sequence / <u>chromatic notes</u>, **add interest / blur tonality**.	Identifies the compositional device.	Analyses the compositional device, including <u>underlined</u>-type evidence.	Analyses the compositional device, including **bold**-type evidence.
(b)	Analysis of how tonality is established: • Held note, **dominant** <u>pedal note</u>, **provides important point of reference to launch to tonic**. • <u>Perfect</u> cadence in **tonic key** establishes tonality by providing **first V – I progression**. • Clashing <u>dissonant</u> opening **tritone** in violin part **provides moment of tonal uncertainty.**	Identifies a tonal feature.	Explains a tonal feature(s) using <u>underlined</u>-type evidence.	Analyses tonal features and a cadence using **bold**-type evidence.
(c)	*Melodic transcription*: • See below	Transcribes durations of any THREE melodic phrases OR FIVE contours	Transcribes TWO melodic phrases with allowance for TWO errors overall.	Transcribes THREE melodic phrases with allowance for TWO error overall. *(one phrase must be without error).*

There are four melodic phrases, four rhythmic patterns, and seven melodic contours to be transcribed.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
TWO				
(d)	*Chord transcription*: • Indicated chords must show the root notes AND the chord quality (major or minor) *See below for score.*	Indicates FIVE individual chords.	Indicates THREE pairs of adjacent chords including: • at least TWO correctly indicated inverted chords.	Indicates ALL chords, including: • inverted chords are correctly indicated. • an allowance for TWO errors overall.

There are nine chords to transcribe including five inversions.

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of five) opportunity at any level.	TWO (of five) opportunities at any level.	THREE (of five) Achievement opportunities.	FOUR (of five) Achievement opportunities.	THREE (of five) Merit opportunities.	FOUR (of five) Merit opportunities.	THREE (of five) Excellence opportunities.	FOUR (of five) Excellence opportunities.

N0 = No response; no relevant evidence.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
THREE				
(a) (i)	*Guitar technique analysis:* • Harmonics <u>sound gentle / magical</u> • Arpeggios / broken chords <u>provide rhythm for the singer</u> • Picking – <u>sounds gentle / reflective</u>	Identifies TWO guitar techniques.	Explains the effect of TWO guitar techniques.	
(ii)	Guitar techniques create a light thin texture (with sustained strings). This allows lyrical melody to be the focus.			Analyses relationship between the texture of the piece, and the guitar techniques.
(b)	*Chord transcription*: • Indicated chords must show the root notes AND the chord quality (major or minor) *See below for score.*	Indicates FIVE individual chords.	Indicates THREE pairs of adjacent chords including at least TWO major 7ths / inverted chords.	Indicates ALL chords in two chordal phrases.

There are 3 chordal phrases including 11 chords to transcribe (TWO major 7th chords and four inversions). The first chord is given.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
THREE				
(c) (i)	Analyses instrument roles in the chorus and how they change in the coda: Strings: • Long held chords (<u>high in pitch)</u> in chorus, <u>which swell then recede</u> / *<u>crescendo then decrescendo</u>*. • <u>Lower in pitch</u> and less prominent in chorus. Guitar: • Less prominent in chorus, <u>plays arpeggios</u>. • Main accompanying instrument in coda, <u>still plays arpeggios</u>. French Horns: • Provide melody in chorus, <u>countermelody in spaces between vocal phrases.</u> • Harmonic role in coda, <u>long sustained notes</u>. *Other responses are possible*.	Describes the roles of TWO instruments in both the chorus and coda.	Explains the roles of the instruments and how they change, including <u>underlined</u>-type evidence.	
(ii)	The chorus has fuller, more varied and continuous instrumentation as climax of song. Coda has sparser instrumentation (thinner texture) to match opening gentle mood of song.			Analyses how the instrumentation changes the feel of the music in chorus and coda.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
THREE (d)	Analyses how the elements and features music are used to structure the piece: A contrast in one of the elements and features marks out the distinct sections of this piece: Dynamics: • First section *mf*/moderately loud. Dynamics soften for clarinet section and then there is a molto crescendo for third section. Dynamics decrease again for French Horn section. Final section has contrasts of swelling crescendo and decrescendo. Rhythm: • Fast moving at the beginning with strong pulse in accompaniment. Rhythm is mainly sustained chords for clarinet section under the lilting melody. Rhythmic arpeggios are a feature of the high strings section. Contrast back to long, sustained notes, with steady harp arpeggios in French Horn section. Final section has a rhythmic feeling of a slow dance. • Sections 1 and 2 are in $\frac{4}{4}$, 3 and 4 are in $\frac{6}{8}$, 5 in $\frac{3}{4}$, the final section returns to $\frac{4}{4}$. *Other responses are possible.*	Describes how dynamics or rhythm is used to structure the piece.	Explains, *with evidence* from the extract, how dynamics or rhythm is used to structure the piece.	Analyses, *with links* to timbre changes, how dynamics or rhythm is used to structure the piece.

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of four) opportunity at any level.	TWO (of four) opportunities at any level.	THREE (of four) Achievement opportunities.	FOUR (of four) Achievement opportunities.	THREE (of four) Merit opportunities.	FOUR (of four) Merit opportunities.	THREE (of four) Excellence opportunities.	FOUR (of four) Excellence opportunities.

N0 = No response; no relevant evidence.