

Field Arts and Crafts**Review of Music Level 2 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Music	Making Music	10652, 10655, 16550, 20747
	Music Studies	10661, 12832, 18817, 18818

Achievement standards

Domain	ID	Subject reference
Making Music	90264	Music 2.1
	90265	Music 2.2
	90266	Music 2.3
	90267	Music 2.4
Music Studies	90268	Music 2.5
	90269	Music 2.6
	90270	Music 2.7

The Ministry of Education and NZQA National Qualifications Services have completed the review of the achievement and unit standards listed above.

New Registration date November 2011

Date new versions published November 2011

Planned review date December 2014

Summary of review and consultation process

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Standards Review. A copy of the NZC is available at:

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2010, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 2 unit and achievement standards was completed in time for

implementation in schools in 2012. The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Level 3 will be implemented in 2013.

Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.

For a more detailed description of the review of, and the changes to, the Music standards see the appendix at the end of this report.

Impact on existing organisations with consent to assess

Current consent for			Consent extended to		
Nature of consent	ID	Level	Nature of consent	ID	Level
Domain	Music Studies	2	Standard	91275	2
Standard	10652	2	Standard	91270	2
	10655	2	Standard	91271	2
	10661	2	Standard	91277	2
	12832	2	Standard	91278	2
	18817	2	Standard	91276	2

Impact on Consent and Moderation Requirements (CMR)

(Formerly known as AMAP)

All new achievement standards have been registered on CMR 0233.

Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards.

New Achievement standard	Excluded against each of these standards
91270	10652, 90264
91271	10655, 90266
91272	90265
91273	90267
91275	90268
91276	18817, 90269
91277	10661, 90270
91278	12832

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**.

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement achievement standard with a new ID
D	Achievement standard will expire and not be replaced

Externally assessed achievement standards categorised as category C or D expire at the end of	December 2011
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2012
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Arts and Crafts > Music > Making Music

ID	Title	Level	Credit	Review Category
10652	Demonstrate music performance skills before an audience through three pieces of contrasting style	2	8	C
90264	Present contrasting performances as a featured soloist	2	5	C
91270	Perform two substantial pieces of music as a featured soloist	2	6	
10655	Demonstrate developing music compositional skills through three music compositions	2	6	C
90266	Compose effective pieces of music	2	5	C
91271	Compose two substantial pieces of music	2	6	
16550	Demonstrate music performance skills before an audience by three pieces on a second instrument	2	8	D
20747	Perform music based on research of recorded compositions	2	10	D
90265	Present a music performance as a member of a group	2	2	C
91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	2	4	
90267	Create an instrumentation	2	2	C
91273	Devise an instrumentation for an ensemble	2	4	
91274	Perform a substantial piece of music as a featured soloist on a second instrument	2	3	New

Arts and Crafts > Music > Music Studies

ID	Title	Level	Credit	Review Category
10661	Describe and examine four music works, and explain evaluations of performances	2	5	C
90270	Demonstrate knowledge and understanding of music works	2	5	C
91277	Demonstrate understanding of two substantial contrasting music works [Externally Assessed]	2	6	
12832	Demonstrate knowledge of New Zealand music industry	2	3	C
91278	Investigate an aspect of New Zealand music	2	4	
18817	Demonstrate knowledge of music through explanation of music materials	2	3	C
90269	Demonstrate an understanding of the materials and processes of music in a range of scores	2	2	C
91276	Demonstrate knowledge of conventions in a range of music scores [Externally Assessed]	2	4	
18818	Demonstrate developing musical aural recall and sight-reading skills	2	3	D

Arts and Crafts > Music > Music Studies

Arts and Crafts > Music > Making Music

ID	Title	Level	Credit	Review Category
90268	Identify, describe and transcribe elements of music through listening to a range of music	2	3	C
91275	Demonstrate aural understanding through written representation [Externally Assessed]	2	4	

Appendix

Development of L2 Standards

Process of Aligning Standards with the New Zealand Curriculum

The process has been guided by:

- the direction of the NZC – in particular the values, principles and key competencies
- the Principles for Standards Review.

Addressing Duplication

If a unit standard duplicated part of the outcomes of an achievement standard, the achievement standard was retained and the unit standard recommended for expiry.

The matrix of achievement standards was required to cover all the key curriculum outcomes. Increasing the number of credits attached to the matrix of achievement standards has allowed for the creation of achievement standards to cover outcomes previously covered by unit standards.

Specific examples include: the creation of AS91278 out of unit standards 12831 and 12832.

Addressing Credit Parity

By considering outcomes across two domains at Level 2 it has been possible to allocate credit values that more truly reflect the teaching and learning time needed to achieve success in each standard.

Several anomalies occurred in the standards prior to revision. Solo performance at Level 1 generated six credits, while the same standard at Level 2, though requiring more evidence, generated fewer credits. This has been addressed.

The music writing team has endeavoured to ensure that the number of credits reflects the teaching and learning time required for each standard. Where necessary, the amount of evidence required has been amended so as to reflect the number of credits available. For example, Level 1 solo performance requires two pieces to gain 6 credits. Solo performance at Levels 2 and 3 also now require the student to perform two substantial pieces (Level 2) and two programmes, each of two substantial pieces (Level 3), but there are two important differences:

1. The technical and musical skills required are for those in a fourth and/or fifth (rather than third) year of group tuition through the itinerant scheme.
2. The two Level 3 pieces in each of the two programmes are to be presented at the same time – a sustained performance.

What has changed?

To meet the needs of all music students, additional standards have been developed at Level 2 to allow for more specialisation. It is proposed that there be a greater choice of standards at this level to cater for student needs and interests. The new alignment of standards, values and affirms both aural and written music cultures, and enables

progression of skills, knowledge and understanding in the same aspects of music across all levels.

Students can progress seamlessly to Level 3 in each standard they successfully complete at Level 1. Thus, for example, the student who composes aurally is assessed alongside his/her peer who chooses to notate. Knowledge of different forms of visual representation, however, continues to be central to other progressions of standards.