



National consultation was undertaken in 2011, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 3 unit and achievement standards was completed in time for implementation in schools in 2013.

### Main changes resulting from the review

- All NZC Level 8 (NZQF Level 3) 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 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	Classification or ID	Level	Nature of consent	ID	Level
Domain	Making Music	3+	Standard	91424	3
Standard	10653	3	Standard	91416	3
Standard	16553	3	Standard	91418	3

### Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

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

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

Achievement standard	Excluded against each of these standards
91416	10653, 90776
91417	16551
91418	16553, 90526
91419	10656, 90775
91420	90777
91421	90530
91422	90498
91423	90497
91424	10663, 90527
91425	90499

## 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 externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**.

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

<b>Externally assessed achievement standards categorised as category C expire at the end of</b>	<b>December 2012</b>
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<b>Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of</b>	<b>December 2013</b>
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### Arts and Crafts > Music > Making Music

ID	Ref	Title	Level	Credit	Review Category
16551		Demonstrate music performance skills before an audience by extended pieces on a second instrument	3	8	C
<b>91417</b>	<b>3.2</b>	<b>Perform a programme of music as a featured soloist on a second instrument</b>	<b>3</b>	<b>4</b>	
16553		Make a significant contribution to a music performance ensemble	3	10	C
90526	3.1	Present a performance of a programme of music as a member of a group	3	4	C
<b>91418</b>	<b>3.3</b>	<b>Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group</b>	<b>3</b>	<b>4</b>	
10656		Demonstrate developed music compositional skills through two or three compositions of substance	3	8	C
90775	3.6	Present a portfolio of musical composition	3	8	C
<b>91419</b>	<b>3.4</b>	<b>Communicate musical intention by composing three original pieces of music</b>	<b>3</b>	<b>8</b>	
10653		Demonstrate music performance skills before an audience through a selection of extended pieces	3	8	C
90776	3.7	Prepare and present performances of music as a featured soloist	3	8	C
<b>91416</b>	<b>3.1</b>	<b>Perform two programmes of music as a featured soloist</b>	<b>3</b>	<b>8</b>	

ID	Ref	Title	Level	Credit	Review Category
90777	3.8	Demonstrate aural skill across a range of musical styles and genres	3	4	C
<b>91420</b>	<b>3.5</b>	<b>Integrate aural skills into written representation [Externally Assessed]</b>	<b>3</b>	<b>4</b>	

## Arts and Crafts &gt; Music

ID	Ref	Domain	Title	Level	Credit	Review Category
10663		Making Music	Arrange three music pieces for three or more instruments	3	5	C
90527	3.6	Music Studies	Arrange Music	3	4	C
<b>91424</b>	<b>3.9</b>	<b>Music Studies</b>	<b>Create two arrangements for an ensemble</b>	<b>3</b>	<b>4</b>	

## Arts and Crafts &gt; Music &gt; Music Studies

ID	Ref	Title	Level	Credit	Review Category
10659		Demonstrate developed knowledge of music materials, and ability to read, write, and listen to music	3	5	D
10662		Describe, analyse, and compare six music works, and evaluate public music performances	3	5	D
20750		Demonstrate knowledge and skills for self-management and use of resources for progressing in music	3	7	D
90497	3.2	Examine the contexts that influence the expressive qualities of music	3	3	C
<b>91423</b>	<b>3.8</b>	<b>Examine the influence of context on a substantial music work</b>	<b>3</b>	<b>4</b>	
90498	3.3	Compare and contrast music works	3	8	C
<b>91422</b>	<b>3.7</b>	<b>Analyse a substantial music work [Externally Assessed]</b>	<b>3</b>	<b>4</b>	
90499	3.4	Research and present a music topic	3	6	C
<b>91425</b>	<b>3.10</b>	<b>Research a music topic</b>	<b>3</b>	<b>6</b>	
90530	3.5	Demonstrate an understanding of harmonic and tonal procedures in a range of music	3	3	C
<b>91421</b>	<b>3.6</b>	<b>Demonstrate understanding of harmonic and tonal conventions in a range of music scores [Externally Assessed]</b>	<b>3</b>	<b>4</b>	

## Appendix

### Development of the Music Standards

#### *Process of Aligning Standards with the New Zealand Curriculum*

There were no significant changes to the Level 8 curriculum music achievement objectives in The Arts learning area of the NZC and therefore there has been limited modification to most of the Level 3 achievement standards.

Standards were selected and/or developed to provide a balance across the four curriculum strands.

Consistency of wording was established at Level 1 and continued into Levels 2 and 3. This is reflected in the standard titles, the step-ups between criteria for A, M and E and the terminology and definitions in the Explanatory Notes.

Titles of standards have been changed to provide greater clarity. However the content and assessment of the standards remain familiar.

#### *Interpreting standards*

Supporting documents have been developed to assist in the interpretation of achievement standards and to assist in the development of teaching and learning programmes.

- [Conditions of Assessment](#) provide guidelines on the assessment of the internal standards.
- Assessment Specifications provide guidelines on the assessment of external standards (accessible via relevant [subject](#) on NZQA website).
- The Teaching and Learning Guide for Music provides guidance how to prepare students as 21st century learners through the development of their [key competencies](#).

#### *Addressing Duplication*

Current Level 3 & 4 unit standards which duplicate outcomes covered in achievement standards have been designated expiring.

#### *Addressing Credit Parity*

The allocation of credits from the previous Level 3 standards to the new ones remains the same for most standards.

#### *External and Internal Assessment*

All composition-based and performance standards are internally assessed. Aural, conventions and analysis standards are externally assessed because the content lends itself to this mode of assessment.

The replacements for standards that were externally assessed have retained the external mode of assessment. This was based on knowledge of which standards could be successfully assessed externally within the given time frame.

Consideration was also given to having a mix of external standards for course endorsement. Due to the 1 hour time restriction for examinations, changes have been made to AS3.7 (Compare and contrast music works).

### ***What Has Changed?***

The allocation of credits across levels 1-2 has been kept consistent. At level 3 the increase in allocated credits from lower levels (eg featured soloist, composition) reflects the more substantial evidence required at the higher level.

Standards in the matrix have been aligned to provide opportunity for progression across all levels. This has resulted in a new 'second instrument' performance standard also appearing at level 3.

Titles of standards have been changed to more accurately reflect the expected outcomes.

### ***Changes***

AS 3.1 *Perform two programmes of music as a featured soloist* Internal, 8 credits

This standard has been developed from 90776 and replaces US10653.

The evidence requirements are explicit in the title. The option of presenting 'an extended piece' has been removed as this caused confusion.

It was reduced from two criteria to one criterion to ensure fair and valid assessment focussed on a single outcome.

AS 3.2 *Perform a programme of music as a featured soloist on a second instrument*  
Internal, 4 credits

This is a new standard that gives a clear progression from 91274 at Level 2. It replaces US16551.

It is aligned with AS 3.1 but requires only one programme of music, as reflected by the lower credit weighting.

AS 3.3 *Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group* Internal, 4 credits

This standard has been developed from 90526 and replaces US16553.

The evidence requirements are explicit in the title.

AS 3.4 *Communicate musical intention by composing three original pieces of music*  
Internal, 8 credits

This standard has been developed from 90775 and also replaces US10656.

The evidence requirements are explicit in the title.

It was reduced from two criteria to one criterion to ensure fair and valid assessment focussed on a single outcome.

AS 3.5 *Integrate aural skills into written representation* External, 4 credits

This standard has been developed from 90777.

The term 'integrate' in the title reflects the higher level of synthesis expected at this level.

AS 3.6 *Demonstrate understanding of harmonic and tonal conventions in a range of music scores* External, 4 credits

This standard has been developed from 90530. The credits have increased to better reflect the time and work requirements for teaching and assessment.

The term 'conventions' in the title is consistent with the language used at Levels 1 and 2.

AS 3.7 *Analyse a substantial music work* External, 4 credits

This standard has been developed from 90498.

Students now study one substantial work, focussing on the elements and features, compositional devices and representation. The requirement to 'compare and contrast' multiple works has been removed.

The credit weighting has halved to four credits. The assessment mode remains external but the standard is achievable within a one hour time frame.

AS 3.8 *Examine the influence of context on a substantial music work* Internal, 4 credits

This standard has been developed from 90497.

It also replaces the 'social/historical/cultural background and musical styles' from 90498.

The definition of 'context' has been expanded and clarified.

The credit weighting has increased to four credits (from three).

AS 3.9 *Create two arrangements for an ensemble* Internal, 4 credits

This standard has been developed from 90527 and also replaces US10663.

The restrictions on creating one arrangement for instruments and a second involving at least one vocal line have been removed.

AS 3.10 *Research a music topic* Internal, 6 credits

This standard has been developed from 90499.

It was reduced from three criteria to one criterion to ensure fair and valid assessment focussed on a single outcome.