Assessment Schedule – 2021

Music: Demonstrate aural and theoretical skills through transcription (91093)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Identifies **individual chords** in isolation.	Identifies **chord progressions** (pairs of adjacent chords).	Identifies **chord phrases** so that the original music is **convincingly reproduced**.
Notates rhythm, identifying **rhythmic patterns**.	Coherently notates **rhythmic phrases** so that the intent of the original music is **communicated**.	Securely notates **rhythmic phrases** so that the original music is **convincingly reproduced**.
Notates melody, identifying **melodic contours**.	Coherently notates **melodic phrases** so that the intent of the original music is **communicated**.	Securely notates **melodic phrases** so that the original music is **convincingly reproduced**.
Identifies **musical features**.	Coherently identifies **musical features** so that the intent of the original music is **communicated**.	Securely identifies **musical features** so that the intent of the original music is **convincingly reproduced**.

Guidelines for applying the Assessment Schedule

"Top-down" marking

(With some exceptions) rather than specifying that a particular task offers an opportunity for the candidate to meet the standard at Achievement level only, or Merit level only, the tasks in the examination are 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.
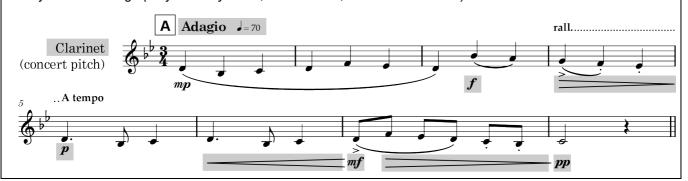
Cut Scores

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

Evidence

Task	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i)	Identifies the name of an instrument in the woodwind family AND Indicates a **valid** initial tempo.	Identifies the name of the instrument as clarinet AND Indicates a **appropriate** initial tempo, e.g., *adagio, lento, largo, andante* or ♩ = c.60–80.	
(ii)	Shows an awareness of dynamics by identifying TWO of: • bar 3 is louder than bar 1 • bar 5 is quieter than bar 3 • bar 7 is louder than bar 5 • bar 8 is quieter than bar 7.	Identifies changes of dynamics coherently using appropriate terminology by showing FIVE of: • *mf*, *f*, or *ff* in bar 3 • a *diminuendo* beginning and / or ending in bar 3 and / or 4 • *mp*, *p*, or *pp* in bar 3 • a *crescendo* beginning and ending in bar 5 and / or 6 • *mf* or *f* in bar 7 • a *diminuendo* beginning in bar 7 • *p* or *pp* in bar 8.	Identifies changes of dynamics coherently using appropriate terminology by showing TWO of: • a *diminuendo* beginning and ending in bar 4 • a *crescendo* in bar 6 beginning on beat 1 and ending on beat 4 • a *diminuendo* in bar 7 beginning. On the second or third notes and ending at the end of bar.

There is:
• *1 instrument*
• *1 initial tempo indication with metronome mark*
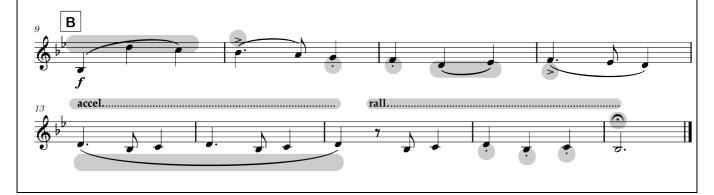• *7 dynamic markings (4 dynamic symbols, 1 crescendo, and 2 diminuendos)*

Task	Achievement	Achievement with Merit	Achievement with Excellence
(b)	Identifies TWO articulation markings.	identifies any SIX **appropriate** articulation markings. *Appropriate slurs must start OR end on the correct note.*	Identifies any SEVEN **accurate** articulation markings including an accent **and** a slur. *Accurate slurs must start AND end on the correct note.*
		Identifies ONE change of tempo using **appropriate** terminology: • the music is faster in bar 13 and / or 14 • the music is slower in bar 15 and / or 16.	Identifies TWO changes of tempo, using **accurate** terminology: • *accel.* in bars 13–14 • *rall.* / *rit.* in bars 15–16 • a *fermata* / pause symbol on the final note.

There are:
- *3 slurs, 5 staccato markings and 2 accents*
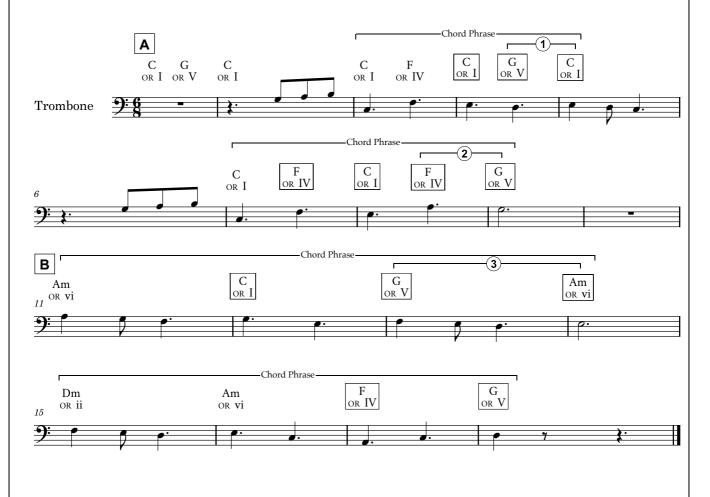- *2 tempo changes and 1 pause marking.*

Task	Achievement	Achievement with Merit	Achievement with Excellence
(c)	Identifies FIVE rhythmic **patterns**. *(Allow alternative rhythms that use rests in the place of dots or notes that extend into the rest.)*	Transcribes FOUR rhythmic **phrases**, with allowance for TWO errors in each phrase.	Transcribes FIVE rhythmic **phrases**, with allowance for FOUR errors overall.

There are:

• *13 rhythmic patterns, and 7 phrases to be identified.*

Task	Achievement	Achievement with Merit	Achievement with Excellence
(d) (i)	Identifies any FOUR individual chords.	Identifies any THREE pairs of adjacent chords. *A "pair" may not contain a chord already in another pair.*	Identifies all chords in THREE chord phrases with allowance for TWO errors overall.
(ii)			AND Identifies TWO of three cadences correctly (and their associated chords).

There are:

12 individual chords in 4 chordal phrases.

Cadences:

(1) Perfect

(2) Imperfect

(3) Interrupted

Task	Achievement	Achievement with Merit	Achievement with Excellence
(e)	Identifies THREE melodic contours.	Notates TWO melodic phrases with allowance for TWO errors in Sections A and B, and ONE error in Section C.	Transcribes THREE melodic phrases with allowance for THREE errors overall.

There are:

- *7 melodic contours in 4 melodic phrases to be identified.*

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of seven) piece of evidence at any level.	TWO (of seven) pieces of evidence at any level.	FIVE (of six) Achievement opportunities.	SIX (of six) Achievement opportunities.	FIVE (of seven) Merit opportunities.	SIX (of seven) Merit opportunities.	FOUR (of six) Excellence opportunities.	FIVE (of six) Excellence opportunities.

N0 = No response; no relevant evidence.