Assessment Schedule - 2019

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 \rightarrow Merit \rightarrow 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	

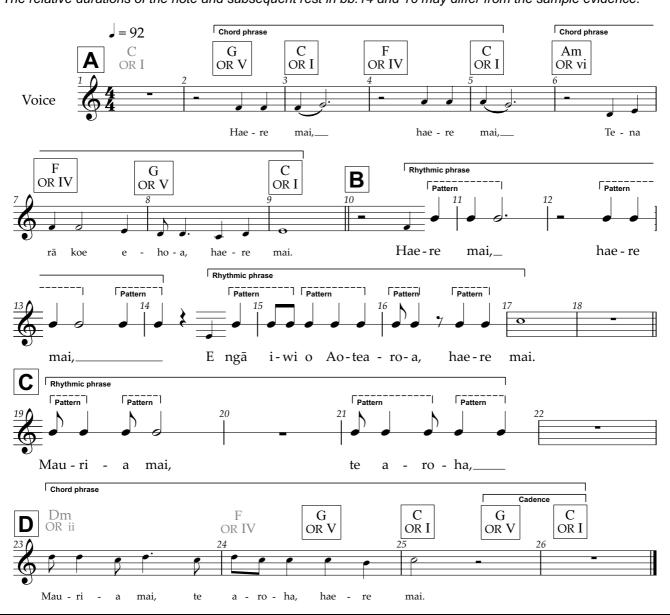
Evidence

Task	Achievement	Achievement with Merit	Achievement with Excellence
(a) (c)	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 the chords in THREE chord phrases with allowance for TWO errors overall • the cadence and its associated chords.
(b)	Identifies SIX rhythmic patterns.	Transcribes TWO rhythmic phrases, with allowance for THREE errors in each.	Transcribes TWO rhythmic phrases.

There are:

- 12 individual chords, 3 chord phrases, and 1 cadence to be identified
- 11 rhythmic patterns, and 3 rhythmic phrases to be transcribed (NB "-tea-" in b.15 may be notated 🎝)
- 1 cadence to be identified (perfect).

The relative durations of the note and subsequent rest in bb.14 and 16 may differ from the sample evidence.



Task	Achievement	Achievement with Merit	Achievement with Excellence
(d)	Indicates: • the name of an instrument in	Indicates: • the name of the instrument	
	the string family		
	AND	AND	
	a valid tempo indication.	an appropriate tempo indication, e.g.:	
		- J = c.115 - 135	
		- Allegro / Fast / Lively / Moderato / Allegretto.	
	Indicates an awareness of dynamics by showing BOTH of:	Indicates BOTH the following changes of dynamics:	Indicates the following changes of dynamics accurately using appropriate terminology:
		the music gets gradually louder in bars 9–12	• a crescendo beginning in bar 9 or bar 10, ending in bar 12
	 bar 13 is louder than the beginning 		• <i>mf</i> or <i>f</i> in bar 13
		the music gets gradually softer in bar 15.	a diminuendo beginning in bar 14 or 15, ending in bar 15
	• bar 16 is quieter than bar 13.		• a dynamic in the range mp – pp in bar 16.
(e)	Identifies FIVE melodic contours.	Transcribes THREE melodic phrases, with allowance for TWO errors in each.	Transcribes FOUR melodic phrases, with allowance for TWO errors overall.
(f)		Indicates TWO changes of tempo:	Indicates THREE changes of tempo, using appropriate terminology:
		the music slows in bar 40 or 41	• rall. / rit. in bar 40 or bar 41
		the music speeds up / returns to the original speed at bar 43 (or bar 42, beat 2).	• a tempo in bar 43 (or bar 42, beat 2)
			a fermata / pause symbol on the first note of bar 42.
		Indicates, on all affected notes, in bars 39–45:	Indicates, on all affected notes, in bars 39–45:
		articulation markings, with allowance for FOUR errors in articulation type.	marcato accent (>) markings as appropriate, with allowance for ONE error
			 staccato markings, as appropriate, with allowance for ONE error.

There are:

- 9 melodic contours, and 6 melodic phrases to be transcribed
- 2 tempo changes and a fermata marking
- 2 dynamic markings and 2 dynamic hairpins
- 3 marcato accents and 8 staccato markings.



N1	N2	А3	A4	M5	М6	E7	E8
ONE piece of evidence (of seven) at any level.	TWO (of seven) pieces of evidence at any level.	FOUR (of five) Achievement opportunities.	FIVE (of five) 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.