

Assessment Schedule – 2023

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)	Notates FOUR rhythmic patterns.	Transcribes TWO rhythmic phrases. <i>Allowance for TWO errors in each phrase.</i>	Transcribes THREE rhythmic phrases, including: <i>Allowance for TWO errors overall.</i>
(b)	Identifies THREE melodic contours.	Notates TWO melodic phrases. <i>Allowance for THREE errors in each phrase.</i>	Transcribes THREE melodic phrases, including ONE phrase transcribed with complete accuracy (e.g., bars 11–12, or 13–14). <i>Allowance for THREE errors overall.</i>

There are:

- 10 rhythmic patterns, and 4 rhythmic phrases to be transcribed
- 6 melodic contours in 3 melodic phrases to be identified.

A

Clarinet
(in concert pitch)

Andante ♩ = 74

rhythmic phrase

pattern

pattern

pattern

3

rhythmic phrase

pattern

pattern

B

5

rhythmic phrase

pattern

pattern

pattern

7

rhythmic phrase

pattern

pattern

C

9

melodic phrase

contour

contour

11

melodic phrase

contour

contour

13

melodic phrase

contour

contour

Task	Achievement	Achievement with Merit	Achievement with Excellence
(c) (i)	Identifies NINE individual chords.	Identifies SIX chord progressions (pairs of adjacent chords).	Transcribes SIX chordal phrases, At least THREE (of four) phrases from Sections B and C must be transcribed with complete accuracy (<i>Allowance for TWO errors in chords</i>) AND
(ii)			Identifies THREE cadences accurately including their associated chords

There are:

- 24 individual chords, in six chordal phrases (**each line, or 4 bars, is one chordal phrase**), with the opportunity to identify 10 pairs of adjacent chords (chord progressions)
- 5 cadences available: (perfect, imperfect, interrupted, interrupted, perfect)

A Andante Moderato $\text{♩} = 92$

perfect cadence

C OR I G OR V C OR I G OR V C OR I

Piano

5

G OR V F OR IV G OR V C OR I G OR V

B

9

C OR I F OR IV G OR V C OR I Am OR vi G OR V Am OR vi

f

perfect cadence (given)

13

F OR IV C OR I F OR IV G OR V C OR I G OR V C OR I

C

17

C OR I G OR V C OR I G OR V Am OR vi

interrupted cadence

21

C OR I F OR IV G OR V Am OR vi F OR IV G OR V C OR I

perfect cadence

Task	Achievement	Achievement with Merit	Achievement with Excellence
See next page to see parts (d)–(f) applied to the score.			
(d)	<p>Identifies the name of the instrument</p> <ul style="list-style-type: none"> • (violon) cello. <p>AND</p> <p>Identifies two changes in dynamics.</p>	<p>Indicates an appropriate tempo, e.g.:</p> <ul style="list-style-type: none"> • <i>andante, moderato</i> <p>OR</p> <ul style="list-style-type: none"> • ♩. = 67–97 <p>AND</p> <p>Identifies THREE appropriate changes of dynamics, including the <i>crescendo</i> or <i>decrescendo</i> hairpin (or valid musical term), that include the appropriate bars.</p>	<p>Indicates an accurate tempo, e.g.:</p> <ul style="list-style-type: none"> • <i>andante, moderato</i> <p>AND</p> <ul style="list-style-type: none"> • ♩. = 72–92 <p>AND</p> <p>Identifies FOUR accurate changes of dynamics, including BOTH the <i>crescendo</i> or <i>decrescendo</i> hairpin (or valid musical term), that are contained entirely within the appropriate bars.</p>
(e)	<p>Indicates an awareness that the tempo has decreased / is slower.</p> <p>AND</p> <p>Identifies TWO articulation markings (slurs or staccato).</p>	<p>Indicates an appropriate tempo e.g.:</p> <ul style="list-style-type: none"> • <i>lento / largo / adagio</i> <p>OR</p> <ul style="list-style-type: none"> • ♩. = 45–75 <p>AND</p> <p>Identifies:</p> <ul style="list-style-type: none"> • TWO slurs • THREE staccato markings. <p>Allowance for TWO minor errors (e.g. two of three notes are slurred).</p>	<p>Indicates an accurate tempo e.g.:</p> <ul style="list-style-type: none"> • <i>lento / largo</i> <p>OR</p> <ul style="list-style-type: none"> • ♩. = 50–70 <p>AND</p> <p>A tempo change, e.g.:</p> <ul style="list-style-type: none"> • pause at bar 20, beat 2 • <i>a tempo</i> at bar 21, beat 1 <p>AND</p> <p>Identifies:</p> <ul style="list-style-type: none"> • THREE slurs • SIX staccato markings. <p>Allowance for ONE minor error (e.g. two of three notes are slurred).</p>
(f)	<p>Identifies ONE accent</p> <p>OR</p> <p>Identifies a tempo change, e.g.:</p> <ul style="list-style-type: none"> • the music speeds up within bars 27–29. 	<p>Identifies TWO accents</p> <p>OR</p> <p>Identifies a tempo change using appropriate terminology, e.g.: <i>accelerando</i> in bars 28–29.</p>	<p>Identifies TWO accents</p> <p>AND</p> <p>Identifies a tempo change using appropriate terminology, e.g.: <i>accelerando</i> in bars 28–29.</p>
See next page for score.			

The following can be identified:

- instrument name
- 2 tempo indications (term AND metronome marking)
- 3 dynamic markings, 2 gradual changes in dynamics (hairpins (crescendo / decrescendo))
- 3 tempo modifiers (pause, *a tempo*, *accelerando*)
- 3 slurs, 6 staccato markings (2 groups of 3), 3 accents

A Moderato ♩ = 82

Violoncello

mf

5

f *p* *mf*

9

mp molto rall.

B Lento ♩ = 60

13

p

17

f

21

a tempo *p cresc.* *accel.*

C Tempo primo

23

f

27

accel.

p *f*

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

N0 = No response; no relevant evidence.