

## 1.9 Assessment criteria for Task 1C: Creative Sequenced Arrangement

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| <b>1 Method of marking</b>  | Each piece of work is marked according to both the holistic assessment criterion and the detailed assessment criteria. Holistic marking is used to ensure that the total mark derived from the other detailed assessment criteria is a true overall reflection of the standard of the student's work. If the holistic mark selected does not match the total of the detailed assessment criteria, the mark for each detailed criterion and/or the holistic mark must be reconsidered until a single mark appropriate for the work is identified. |
| <b>2 Order in which the assessment criteria will be applied</b>       | Either the holistic assessment or the detailed assessment criteria may be applied first. The holistic criterion is given first below.  |
| <b>3 Compulsory and optional assessment criteria for arrangements</b> | <p>The detailed assessment criteria will consist of <b>three</b> compulsory criteria plus <b>three</b> optional criteria.</p> <p><b>Compulsory criteria:</b></p> <ol style="list-style-type: none"><li>1. Use of Stimulus</li><li>2. Style/Coherence</li><li>3. Use of Music Technology</li></ol> <p><b>Optional criteria (three are selected from the following):</b></p> <ol style="list-style-type: none"><li>4. Melody</li><li>5. Harmony</li><li>6. Rhythm</li><li>7. Texture and Instrumentation</li><li>8. Form/Structure.</li></ol>      |

<b>4 Selecting optional assessment criteria</b>	The examiner will choose the optional assessment criteria that work to the student’s best advantage.
<b>5 Reconciling holistic and detailed marking</b>	The examiner will reconcile the outcomes of holistic and detailed marking.

**Holistic assessment criterion**

<b>Holistic</b>		
36–40	Outstanding	Impressive and imaginative in style, ideas, development and handling of music technology. Displays a clear and intuitive understanding of the chosen style. Sense of musical wholeness — no passage sub-standard.
31–35	Excellent	Convincing throughout in style, ideas, development and handling of music technology. Makes excellent use of the stimulus within the chosen style. Any errors and/or misjudgements do not detract from a successful piece.
26–30	Good	Convincing for most of the time in style, ideas, development and handling of music technology. Good control of arrangement techniques. Some errors and/or misjudgements, but too few to have a big impact.
21–25	Competent	Generally secure in style and ideas and handling of music technology, but development may be limited. Some control of a more narrow range of arrangement techniques. Some errors and misjudgements, but the piece still has some direction and flow.
16–20	Adequate	A serious attempt to create an arrangement based on the chosen stimulus and style. Errors, misjudgements and technical problems begin to be intrusive, but much of the piece still holds together.
11–15	Basic	Inconsistent/unsophisticated handling of style, ideas and music technology. Basic use of arrangement techniques. Errors, misjudgements and technical problems are intrusive.
6–10	Limited	Positive features are few. A few encouraging signs, but considerable difficulties — a weak end product in most areas. Perhaps under the required length.
0–5	Poor	Positive features are heavily outweighed by errors, misjudgements and technical problems. Insufficient work has been submitted to allow credit in every criteria.

## Detailed assessment criteria

### Criterion 1: Use of Stimulus (compulsory)

Use of Stimulus (compulsory)	
6	Makes imaginative use of the stimulus with extensive and convincing development.
4–5	Makes good use of the stimulus material, developing it in a logical but mostly convincing fashion.
2–3	Makes some use of the stimulus material with little development or with several unconvincing passages.
0–1	Limited use of the stimulus or simple repetition of the given material. Arrangement too short.

### Criterion 2: Style/Coherence (compulsory)

Style/Coherence (compulsory)	
6	Excellent and consistent — appropriate to the chosen style. There is a sense of flow, direction and coherence throughout the arrangement.
4–5	A consistent sense of style. Musical ideas are coherent with a mostly appropriate blend of unity and diversity.
2–3	Some inconsistency of style resulting in a lack of coherence, or coherent but not appropriate to the chosen style. The arrangement may be overly repetitive or have a surfeit of ideas.
0–1	Limited sense of style and coherence. Does not reflect the chosen style.

### Criterion 3: Use of Music Technology (compulsory)

Use of Music Technology (compulsory)	
10	Well chosen timbres, edited to suit the style. The recording is musically balanced including effective use of the stereo field with musically shaped dynamics, articulation and phrasing throughout.
8–9	Well chosen timbres. The recording is well balanced including good use of the stereo field with some dynamic shaping, articulation and phrasing.
6–7	Appropriate timbres. The recording is mostly well balanced including some use of the stereo field with dynamic contrasts and some articulation and phrasing.
4–5	Timbre choices are mostly appropriate. Some inconsistencies in sense of balance and use of stereo field. Some dynamic contrasts present with some inconsistent articulation and/or phrasing.
2–3	Some inappropriate choices of timbre. Inconsistent sense of balance with little use of stereo field. Little or inappropriate dynamic contrast. Little articulation and/or phrasing.
0–1	Poor choice of timbre with limited sense of balance, no dynamic contrasts and little or no editing for articulation and phrasing.

**Criteria 4–6 will only be used to assess melodies, harmonies and rhythms written by the candidate in addition to that provided in the stimulus or arrived at through significant manipulation of the stimulus material.**

**Criterion 4: Melody (optional)**

<b>Melody (optional)</b>	
6	Excellent and imaginative with a strong sense of melodic flow as appropriate to the style.
4–5	A good melodic sense. Melodies have shape and style.
2–3	Melodies are stiff or formulaic or display inconsistency in shape or flow.
0–1	Limited sense of melodic shape. Melodies lack direction and structure or are inappropriate to the style.

**Criterion 5: Harmony (optional)**

<b>Harmony (optional)</b>	
6	Excellent and imaginative and appropriate to the style.
4–5	Appropriately chosen harmonies with few misjudgements.
2–3	Some inconsistency in harmonic choices. May be functional but uninteresting.
0–1	Limited control of harmony — detrimental to the music.

**Criterion 6: Rhythm (optional)**

<b>Rhythm (optional)</b>	
6	Excellent and imaginative use of rhythmic elements.
4–5	Appropriate use of rhythms with some development as appropriate to the style.
2–3	Some lack of rhythmic variety or a surfeit of rhythmic ideas.
0–1	Limited use of rhythmic elements.

**Criterion 7: Texture and Instrumentation (optional)**

<b>Texture and Instrumentation(optional)</b>	
6	Imaginative and idiomatic use of texture and instrumentation.
4–5	Good use of texture to create interest. Appropriate use of instrumental resources.
2–3	Some inconsistencies in use of texture and instrumental resources or insufficient textural contrast.
0–1	Limited or inappropriate use of texture and instrumentation.

**Criterion 8: Form/structure (optional)**

<b>Form/Structure (optional)</b>	
6	Excellent and imaginative organisation of musical ideas.
4–5	Musical ideas are presented with a sense of direction and coherence as appropriate to the style with few misjudgements.
2–3	Some misjudgements in the organisation of musical ideas. May be excessively unpredictable or overly repetitive.
0–1	Limited or inappropriate organisation of musical ideas.

**1.10 Assessment criteria for the logbook**

<b>Assessment criteria for Question 9</b>	
10	<p>Substantial and thorough. Perceptive and accurate references to the development of the chosen stimulus with reference to at least two of the musical elements.</p> <p>QWC: Very few syntactical and/or spelling errors may be found but these will not detract from the overall coherence. Excellent organisation and planning. All the skills required to produce convincing writing are in place.</p>
8–9	<p>Detailed and accurate. Detailed and accurate references to the development of the chosen stimulus with reference to at least two of the musical elements.</p> <p>QWC: Few syntactical and/or spelling errors may be found but these will not detract from the overall coherence. Good organisation and planning. Almost all of the skills required to produce convincing writing are in place.</p>
6–7	<p>Mostly accurate. There is some detail relating to how the stimulus has been developed with reference to at least two of the musical elements. There are one or two inaccuracies.</p> <p>QWC: Some syntactical and/or spelling errors may be found but overall the writing is coherent. Some organisation and clarity. Most of the skills needed to produce convincing writing are in place.</p>
4–5	<p>Little detail. Most of the comments relating to how the stimulus has been developed are accurate but lacking in detail. Reference has been made to at least two of the musical elements.</p> <p>QWC: Some syntactical and/or spelling errors are present. The writing will display some degree of organisation and clarity but this will not be sustained throughout the response. Some of the skills needed to produce convincing writing are in place.</p>
2–3	<p>Inaccurate. Many of the comments relating to how the stimulus has been developed are inaccurate. There is little detail in the response.</p> <p>QWC: Frequent syntactical and/or spelling errors are present. The writing contains passages which lack clarity and organisation. A few of the skills needed to produce convincing writing are present.</p>
1	<p>Limited. A limited response with very few accurate references to use of the stimulus and lacking in detail.</p> <p>QWC: Frequent syntactical and/or spelling errors are present. The writing lacks clarity and organisation. Few of the skills needed to produce convincing writing are present.</p>

Assessment criteria for Question 10	
10	<p>Substantial and thorough. Perceptive and accurate references to the most important features of the chosen style with a highly detailed description as to how these have been used in the arrangement.</p> <p>QWC: Very few syntactical and/or spelling errors may be found but these will not detract from the overall coherence. Excellent organisation and planning. All the skills required to produce convincing writing are in place.</p>
8–9	<p>Detailed and accurate. Detailed and accurate references to the most important features of the chosen style with a detailed description as to how these have been used in the arrangement.</p> <p>QWC: Few syntactical and/or spelling errors may be found but these will not detract from the overall coherence. Good organisation and planning. Almost all of the skills required to produce convincing writing are in place.</p>
6–7	<p>Mostly accurate. There is some detail in the references to the main features of the chosen style and in the description as to how they have been used in the arrangement, but there are one or two inaccuracies.</p> <p>QWC: Some syntactical and/or spelling errors may be found but overall the writing is coherent. Some organisation and clarity. Most of the skills needed to produce convincing writing are in place.</p>
4–5	<p>Little detail. There are some references to some of the main features of the chosen style with some accurate points made as to how these are used in the arrangement. There is little detail in the response.</p> <p>QWC: Some syntactical and/or spelling errors are present. The writing will display some degree of organisation and clarity but this will not be sustained throughout the response. Some of the skills needed to produce convincing writing are in place.</p>
2–3	<p>Inaccurate. Many of the references to the main features of the chosen style are inaccurate. There are a few connections made between these features and the arrangement. There is little detail in the response.</p> <p>QWC: Frequent syntactical and/or spelling errors are present. The writing contains passages which lack clarity and organisation. A few of the skills needed to produce convincing writing are present.</p>
1	<p>Limited. A limited response with very few accurate references to the main features of the chosen style and little or no identification of these features in the arrangement.</p> <p>QWC: Frequent syntactical and/or spelling errors are present. The writing lacks clarity and organisation. Few of the skills needed to produce convincing writing are present.</p>