



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard**

### **Music Level 2**

This exemplar supports assessment against:

**Achievement Standard 91271**

**Compose two substantial pieces of music**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Grade Boundary: Low Excellence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1. | <p>For Excellence, the student needs to compose two convincing substantial pieces of music.</p> <p>This involves the student composing musical ideas that are developed, structured and represented skilfully, the music demonstrating stylistic assurance and flair, and communicating with impact.</p> <p>This student has composed a string quartet called <i>Sonata in E flat</i>, and another piece not exemplified.</p> <p><i>Sonata in E flat</i> is substantial, convincing and demonstrates stylistic assurance and flair. It is represented skilfully with written notation on a Sibelius score which pays attention to articulation and dynamic markings.</p> <p>The opening melodic motive is clearly established and supported by a skilfully developed harmonic framework. By using Air and Variation form to clearly structure the piece, the student also explores a range of different ways of developing the composition including using tonality and texture. Musical ideas are well crafted to show off the capabilities of the instruments and thus demonstrate compositional flair,</p> <p>The contrasting middle section (F) is carefully developed with use of textual variety and driving momentum.</p> <p>For a more secure Excellence, the student could fine-tune further aspects such as maintaining musical focus (e.g. section G); revise the use of unusual chromatic notes (bar 47) and explore around the reasonably static harmonic centre. Working on these would allow the composition to strengthen the communication with impact.</p> |

# Student 1: Low Excellence



Intended for teacher use only

## Sonata in E-flat

Allegro 2 - 125

Violin I

Violin II

Viola

Violoncelle

A

B

24

C

24

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Grade Boundary: High Merit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2. | <p>For Merit, the student needs to compose two effective substantial pieces of music.</p> <p>This involves the student composing musical ideas being developed, structured and represented coherently, and the music demonstrating style and character.</p> <p>This student has composed for two trumpets and piano titled <i>Solitude</i>, and another piece not exemplified.</p> <p><i>Solitude</i> is a substantial piece, structured in binary form, which effectively creates and maintains a sense of style and character. The initial key of G minor captures the solitudinal mood of the piece's title. Musical ideas have been developed through sequence, repetition and imitation. Written representation is coherent.</p> <p>Particularly effective is the use of call and response and the subtle interplay between the two trumpets. This is stylistic writing for these brass instruments. The piano part provides a strong harmonic foundation and structure with an initial four-bar repeated broken-chord pattern. The piano then takes up the semiquavers/quaver pattern which leads into a key change and section B.</p> <p>To reach Excellence, the student could further develop section B to make the composition convincing and communicate with more musical impact. The addition of more dynamic markings following the initial <i>p</i> and pedal indications on the score would further aid in securing an Excellence grade.</p> |

# Student 2: High Merit

NZQA Intended for teacher use only

## Solitude

Andante ♩ = 90

A

Trumpet in B♭

Trumpet in B♭

Piano

Andante ♩ = 90

A

Tpt.

Tpt.

B

B

Pno.

Tpt.

Tpt.

Pno.

The first system of the musical score for 'Solitude' features two Trumpets in B♭ and a Piano. The tempo is marked 'Andante' with a quarter note equal to 90 beats per minute. The key signature has two flats (B♭ and E♭), and the time signature is 4/4. The Piano part begins with a piano (p) dynamic. The first two measures are marked with a box labeled 'A'. The Trumpets play a melody starting on a whole rest in the first measure, while the Piano provides a harmonic accompaniment with chords and moving lines in both staves.

The second system continues the musical score. It features two Trumpets and a Piano. The tempo remains 'Andante' at 90 beats per minute. The key signature and time signature are consistent. The first measure of the system is marked with a '4' above the staff. The second measure is marked with a box labeled 'B'. The Piano part continues its accompaniment, and the Trumpets play their respective parts.

The third system of the musical score for 'Solitude' features two Trumpets and a Piano. The tempo is 'Andante' at 90 beats per minute. The key signature and time signature remain the same. The first measure of the system is marked with an '8' above the staff. The Piano part continues its accompaniment, and the Trumpets play their respective parts.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Grade Boundary: Low Merit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3. | <p>For Merit, the student needs to compose two effective substantial pieces of music.</p> <p>This involves the student composing musical ideas being developed, structured and represented coherently, and the music demonstrating style and character.</p> <p>This student has composed a piece called <i>Home</i> for an extended rock band, and another piece not exemplified.</p> <p><i>Home</i> is a substantial composition which demonstrates effective writing and effective rock-genre character. Musical ideas are coherently developed and generally effectively structured. Representation is coherent and appropriate to genre, with a well realised drum part and stylistic guitar parts.</p> <p>For a more secure Merit, and for the structure to be fully coherent, the melodic content could be further enhanced with a single lead guitar line and condensing of the other guitar tracks to two harmony lines.</p> |

# Student 3: Low Merit



Intended for teacher use only

## Home For NCEA Composition Eyes & Nines EP

Lead Guitar (Lead)  
Dropped D Tuning  
① = E ② = D  
③ = B ④ = A  
⑤ = G ⑥ = F

Rhythm Guitar (Rhythm)  
Dropped D Tuning  
① = E ② = D  
③ = B ④ = A  
⑤ = G ⑥ = F

Bass (Bass)  
Dropped D Tuning  
① = E ② = D  
③ = B ④ = A  
⑤ = G ⑥ = F

Lead Harmony (Lead)  
Dropped D Tuning  
① = E ② = D  
③ = B ④ = A  
⑤ = G ⑥ = F

Drum (Drum)  
Dropped D Tuning  
① = E ② = D  
③ = B ④ = A  
⑤ = G ⑥ = F

Moderate  $\text{♩} = 81$

The first system of the musical score for 'Home' includes staves for Lead Guitar (Lead), Rhythm Guitar (Rhythm), Bass (Bass), Lead Harmony (Lead), and Drum (Drum). The Lead Guitar part features a complex, fast-paced melody with many triplets and sixteenth notes. The other instruments provide a steady, rhythmic accompaniment.

The second system of the musical score continues the composition. It includes staves for Percussion (Perc), Lead Guitar (Lead), Rhythm Guitar (Rhythm), Bass (Bass), Lead Harmony (Lead), and Drum (Drum). The Lead Guitar part continues with its intricate, fast-paced melody, while the other instruments maintain their rhythmic roles.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Grade Boundary: High Achieved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4. | <p>For Achieved, the student needs to compose two substantial pieces of music.</p> <p>This involves the student/students generating, developing, structuring and representing original musical ideas to create music.</p> <p>A student may compose either two compositions as an individual, or two compositions as a member of a group(s), or one of each. 'Substantial' involves the music being of sufficient length and complexity to sustain the development of musical ideas within an extended structure.</p> <p>This student has collaboratively composed a contemporary song called <i>Africa</i>, and another piece not exemplified.</p> <p><i>Africa</i> is substantial, structured, shows development and has been represented both visually and in audio form. The students have generated a broken-chord piano introduction in A minor to set up a sombre mood to the song. The same chord structure is used for both the verse and chorus, but is treated differently in the chorus.</p> <p>The writing for piano is idiomatic and shows some degree of effectiveness and character. Part of the vocal line in the chorus imitates the "falling" motif of the piano part, which creates a sense of unity between the verse and chorus.</p> <p>To reach Merit, the students could develop the existing musical ideas to fully explore the sombre style and character of the piece. The representation could be made more coherent by including a lead vocal line above the piano part.</p> |

# Africa

Student 4: High Achieved

NZQA Intended for teacher use only

$\text{♩} = 200$

Piano

keep smooth and flowing

The first system of the musical score for 'Africa' is in 2/2 time. The tempo is marked as a quarter note equals 200. The piano part features a continuous eighth-note melody in the right hand and a bass line of half notes in the left hand. A slur covers the first four measures, with the instruction 'keep smooth and flowing' written above it. The system ends with a repeat sign.

8

Pno.

The second system of the musical score continues the piano part. It consists of six measures of the same eighth-note melody and half-note bass line. The system ends with a repeat sign.

15

Pno.

⊕ Verses (1 and 2)

The third system of the musical score begins with a double bar line and a repeat sign. Above the first measure is a circled cross symbol and the text 'Verses (1 and 2)'. The piano part continues with the same eighth-note melody and half-note bass line for six measures. The system ends with a repeat sign.

22

Pno.

The fourth system of the musical score continues the piano part with six measures of the eighth-note melody and half-note bass line. The system ends with a repeat sign.

29

Pno.

The fifth system of the musical score continues the piano part with six measures of the eighth-note melody and half-note bass line. The system ends with a repeat sign.

36

Pno.

The sixth system of the musical score continues the piano part with six measures of the eighth-note melody and half-note bass line. The system ends with a repeat sign.

43

Pno.

The seventh system of the musical score continues the piano part with six measures of the eighth-note melody and half-note bass line. The system ends with a repeat sign.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Grade Boundary: Low Achieved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 5. | <p>For Achieved, the student needs to compose two substantial pieces of music.</p> <p>This involves the student/students generating, developing, structuring and representing original musical ideas to create music.</p> <p>A student may compose either two compositions as an individual, or two compositions as a member of a group(s), or one of each. 'Substantial' involves the music being of sufficient length and complexity to sustain the development of musical ideas within an extended structure.</p> <p>This student has collaboratively composed a guitar duo called <i>In the Mood</i>, and another piece not exemplified.</p> <p><i>In the Mood</i> is a substantial piece, with a clear structure (intro-verse-chorus-verse-chorus-bridge-chorus-outro) and is generally well represented appropriate to genre. The students have generated a Latin-rock feel which is developed through the use of repetition (e.g. the melodic line in the chorus) and syncopation throughout.</p> <p>While there is an improvised nature to the melodic line of each section, the melody has nevertheless been clearly structured and motifs have been developed.</p> <p>For a more secure Achieved, the students could improve their written representation to notate the rhythm of the accompanying chord patterns and sketch in some expectations for the improvised melodic line.</p> |

# Student 5: Low Achieved



Intended for teacher use only

## Description for composition 1 – IN THE MOOD

Influenced/ based on the poem "The War King"

The genre for our composition (Satranti, myself, and Ruben) is a cross between Latin and rock which we thought would portray our mood best.

The key of the piece is in the key of B minor. The structure is the following:

Intro

Verse

Chorus

Verse

Chorus

Bridge

Chorus

Outro

The chord structure for the song is:

Intro, Verse and Outro: B minor, E minor, G major, F# minor

Chorus: B minor, A major, G major, F# minor

Bridge: E minor, F# minor, E minor, F# minor, E minor, F# minor, G major, F# minor

My contribution: I contributed almost all the chords for the song as well as the structure for the piece, the only part which was not mine and edited by Ruben was the switch from E minor to G major in the verse. I also contributed the bridge lead guitar.

Compositional devices used and why: We used repetition to emphasize the effect of darkness and sadness of war. We also used embellishment with the sliding and use of vibrato. Accumulation (layering) was also used in the intro to build up tension for our audience.

Instrumentation and why: Instruments used were two acoustic guitar and the reason for the use of these was, mainly, because we don't have sufficient skill on other instruments to compose for them.

How we came about portraying the mood: We did this by putting our piece in a minor key which gave it the effect or feeling of darkness and sadness. We also used a slow tempo and a semi-fast strumming pattern to portray these effects.

Chords for composition 1 - IN THE MOOD

Intro B minor E minor G major F# minor



Verse B minor E minor G major F# minor



Chorus B minor A major G major F# minor



Bridge E minor F# minor E minor F# minor E minor F# minor G major F# minor



Outro B minor E minor G major F# minor



Song structure

Intro x 2 Verse x 2 Chorus x 4 Verse x 4 Chorus x 2 Bridge x 1 Chorus x 1



Outro x 2

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Grade Boundary: High Not Achieved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 6. | <p>For Achieved, the student needs to compose two substantial pieces of music.</p> <p>This involves the student/students generating, developing, structuring and representing original musical ideas to create music.</p> <p>A student may compose either two compositions as an individual, or two compositions as a member of a group(s), or one of each. Substantial involves the music being of sufficient length and complexity to sustain development of musical ideas within an extended structure.</p> <p>This student has collaboratively composed a song called <i>Rain Down in Africa</i>, and another piece not exemplified.</p> <p><i>Rain Down in Africa</i>, has been structured in a clear musical form (a 4-chord contemporary song) and the representation is generally clear for the genre.</p> <p>To reach Achieved, the students need to develop the musical ideas in order for the song to be considered substantial. The addition of a bridge to lead back into the final chorus and/or an instrumental break would provide additional opportunities for the sustained development of musical ideas.</p> |

## Description for composition 1 – IN THE MOOD

Our first composition is influenced from the poem Africa. The title of this composition is Rain down in Africa. The people in my group were \_\_\_\_\_ The style of this piece is RnB.

The key of the piece is G major. The structure of the piece is the following:

Intro

Verse1

Pre Chorus

Chorus

Verse2

Pre Chorus

Chorus x2

The chords for this piece are:

G major

E minor

C major

D major

My contribution to this piece was the structure of the song and lyrics for the verses and chorus and had a little help from \_\_\_\_\_ for the pre-chorus. I also did the melody in the chorus. I did the lead vocals for this song. We all worked together to do the notation for this piece.

The mood Hope is portrayed in our piece with the lyrics of the song, when writing the lyrics for this composition I wanted the listeners to know that they can make a difference, if they just lend a helping hand. I also wanted the listeners to feel the pain that the people in Africa live with. We chose this poem Africa because we wanted a poem which is real and affects not only people in Africa but people all around the world.

The challenges that we faced as a group was organizing times for practices where all of us would be there and which led to kali contributing less to this piece. Another challenge I faced was trying to find lyrics which would give the listeners the mood of hope we were trying to get across

# Rain down in Africa

4

4

G

1. Why - does it have to be this way -

Just - wish it <sup>Em</sup>rain - and wash out - the pain -

Homeless - children - on the streets -

Reach - ing out to you - <sup>D</sup>their lost in poverty -

3. I turn - to the man up above - <sup>G</sup>and - ask - him - <sup>Em</sup>

for a little love - for no one else - will - give - it -

to - them - <sup>D</sup>Crying - out - to you - needing - a

helping friend - <sup>4. G</sup>oh - oh - oh - the - storm is -

<sup>Em</sup>never - ending - showers of pain - <sup>C</sup>des - cending - <sup>D</sup>

down on me - <sup>G</sup>just - wish it <sup>Em</sup>rain - down - in - <sup>C</sup>

<sup>D</sup>a - fri - ca - <sup>G</sup>oh - <sup>2. G</sup>look - at all - the lost - souls -

<sup>Em</sup>empty pockets - and empty bowls - Can't -

<sup>C</sup>you see - the <sup>fears</sup>look - in her eyes - knowing -

<sup>D</sup>she - can't - <sup>3. G</sup>pro - vi - de she turns - to the man -

up above - <sup>Em</sup>and ask him - for - a - little - love -

<sup>C</sup>for no one else - will - give it - to her - Crying -

<sup>D</sup>out - to you - needing a helping friend -

1. Verse 1

2. Verse 2

3. pre chorus

4. Chorus x2