

## Sample Assessment Schedule – 2025

### Music: Demonstrate understanding of music in relation to contexts (91950)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><b>Demonstrating understanding</b> of music in relation to contexts involves:</p> <ul style="list-style-type: none"> <li>describing music concepts that are significant to selected music</li> <li>describing contexts that are relevant to the music.</li> </ul>	<p><b>Examining</b> music in relation to contexts involves:</p> <ul style="list-style-type: none"> <li>explaining relationships between music concepts and the contexts using examples from the music.</li> </ul>	<p><b>Evaluating</b> music in relation to contexts involves:</p> <ul style="list-style-type: none"> <li>drawing conclusions about the significance of relationships between music concepts and the contexts of the music.</li> </ul>

Evidence must be drawn from a Māori context and an additional context.

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Identifies relevant musical concepts OR context for ONE piece of music.	Identifies relevant musical concepts AND context in ONE piece of music.	<ul style="list-style-type: none"> <li>Describes musical concepts that are significant to the music.</li> <li>Describes context relevant to the music (composer's intent, musical style, social / historical time etc).</li> </ul> <p><i>Description of contexts OR musical concepts in one work is weaker than the other.</i></p>		<ul style="list-style-type: none"> <li>Explains how the concepts and contexts are related.</li> <li>Explains how the context is relevant to the music.</li> <li>Gives clear and relevant examples of concepts from the music for BOTH selected pieces.</li> </ul> <p><i>Explanation of contexts OR musical concepts in one work is weaker than the other.</i></p>		<ul style="list-style-type: none"> <li>Discusses, in detail, the connections between musical concepts and context for each piece of music.</li> <li>Draws conclusions about the significance of contexts in relation to the music.</li> <li>Supports the responses with well-chosen musical and contextual evidence.</li> </ul> <p><i>Evaluation of contexts OR musical concepts in one work is weaker than the other.</i></p>	

**N0** = No response; no relevant evidence.

#### Cut Scores

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