

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2002 HSC Music 1 Aural Skills Marking Guidelines**

### **Question 1**

*Outcomes assessed: H4, H6*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates careful listening and musical awareness, although descriptions of musical events may contain some inaccurate observations</li><li>• Describes in detail the structure of the excerpt, using suitable examples to support observations</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some musical awareness, but observations may contain some inaccuracies</li><li>• Describes the structure of the excerpt and includes examples to support descriptions</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited musical awareness in the identification or description of the structure</li></ul>	1–2

**Question 2***Outcomes assessed: H4, H6***MARKING GUIDELINES**

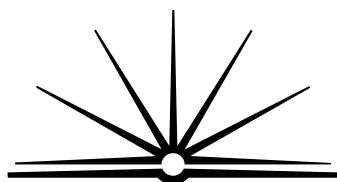
<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates focused listening with well-supported observations, including detailed descriptions of musical events, in a suitably structured response</li><li>• Discusses in detail the ways in which the performing media are used in the excerpt and uses appropriate examples to support their discussion</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates careful listening and musical awareness, although descriptions of musical events may contain some inaccurate observations</li><li>• Discusses ways in which the performing media are used in the excerpt and gives appropriate examples</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some musical awareness, but often makes generalisations without providing supporting examples</li><li>• Describes some ways in which the performing media are used in the excerpt</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited musical awareness in the identification or description of performing media</li></ul>	1–2

**Question 3***Outcomes assessed: H4, H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates focused listening with well-supported observations, including detailed descriptions of musical events, in a suitably structured response</li><li>• Describes in detail, and using appropriate examples, the ways in which contrast is created in the piece</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates careful listening and musical awareness, although descriptions of musical events may contain inaccurate observations</li><li>• Describes ways in which contrast is created in the piece and gives supporting examples</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some musical awareness, but often makes generalisations without providing supporting examples</li><li>• Describes some ways in which contrast is created in the piece</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited musical awareness in the identification or description of how contrast is created</li></ul>	1–2

**Question 4***Outcomes assessed: H4, H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates focused listening through well-supported observations, including detailed descriptions of musical events, in a well-structured response</li><li>• Describes the singer's use of pitch and expressive techniques in detail, and uses appropriate examples to support observations</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates careful listening and musical awareness, although descriptions of musical events may contain some inaccurate observations</li><li>• Describes the singer's use of pitch and expressive techniques and gives some examples</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some musical awareness, but often makes generalisations without providing supporting examples</li><li>• Describes some ways in which the singer uses pitch and expressive techniques</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited musical awareness in the identification or description of pitch and/or expressive techniques</li></ul>	1–2



**B O A R D O F S T U D I E S**  
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**2002 HSC Music 1**  
**Marking Guidelines — Practical tasks and**  
**submitted works**

## Practical tasks and submitted works

### Task: Performance Core (10 marks) and Elective (20 marks)

#### *Assessment criteria*

Performances will be assessed on their musical effectiveness through:

- Demonstration of technical skills
- Stylistic interpretation of the chosen repertoire
- Sense of musical expression and sensitivity to the chosen repertoire
- Demonstration of solo and/or ensemble techniques

*Outcomes assessed: H1, H2, H7*

#### MARKING GUIDELINES

Criteria	Core	Elective
<ul style="list-style-type: none"> <li>• Demonstrates excellent technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates perceptive stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques</li> <li>• Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style</li> <li>• Demonstrates an excellent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	9–10	17–20
<ul style="list-style-type: none"> <li>• Demonstrates accomplished technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates a detailed stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques</li> <li>• Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style</li> <li>• Demonstrates an accomplished understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	7–8	13–16

Criteria	Core	Elective
<ul style="list-style-type: none"> <li>• Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation</li> <li>• Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style</li> <li>• Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style</li> <li>• Demonstrates a competent although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	5–6	9–12
<ul style="list-style-type: none"> <li>• Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation</li> <li>• Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style</li> <li>• Performs the chosen repertoire with little sense of musical expression</li> <li>• Demonstrates a limited awareness of the performer’s role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist</li> </ul>	3–4	5–8
<ul style="list-style-type: none"> <li>• Demonstrates very limited technical skills</li> <li>• Demonstrates little evidence of stylistic understanding of the chosen style</li> <li>• Performs the chosen repertoire with little or no sense of musical expression</li> <li>• Demonstrates little or no awareness of the performer’s role as a soloist/ensemble member</li> </ul>	1–2	1–4

## Task: Musicology Elective Viva Voce (20 marks)

### Assessment criteria

Musicology *viva voces* will be assessed on how well they demonstrate:

- Understanding of musical concepts and the relationships between them
- Musicological understanding of the chosen topic supported by relevant musical examples
- Application of the skills of critical evaluation

*Outcomes assessed: H2, H4, H5, H6, H7*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates high level aural awareness and understanding of the musical concepts and their relationship to the chosen topics/style</li> <li>• Demonstrates a perceptive musicological understanding displaying comprehensive knowledge supported by relevant musical examples</li> <li>• Demonstrates skill in critically evaluating and discussing the use of the concepts in the musical repertoire studied</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Demonstrates a thorough aural awareness and understanding of the musical concepts and their relationship to the chosen topics/style</li> <li>• Demonstrates a detailed musicological understanding displaying thorough knowledge that is supported by relevant musical examples</li> <li>• Demonstrates skill in evaluating and discussing the use of the concepts in the musical repertoire studied</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates an aural awareness and understanding of the musical concepts and their relationship to the chosen topics/style</li> <li>• Demonstrates a sound musicological understanding displaying broad knowledge supported by musical examples</li> <li>• Demonstrates some skill in discussing the use of the concepts in the musical repertoire studied</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Demonstrates a basic aural awareness and understanding of the musical concepts and their relationship to the chosen topics/style</li> <li>• Demonstrates a basic musicological understanding supported by the limited use of relevant musical examples</li> <li>• Demonstrates basic skill in discussing the use of the concepts in the musical repertoire studied</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Demonstrates a limited aural awareness and understanding of the musical concepts and their relationship to the chosen topics/style</li> <li>• Demonstrates limited musicological understanding and uses irrelevant or inappropriate musical examples</li> <li>• Demonstrates limited skill in discussing the use of the concepts in the musical repertoire studied</li> </ul>	1–4

## Task: Composition Elective (20 marks)

### Assessment criteria

Compositions will be assessed on how well they demonstrate:

- Stylistic understanding and topic representation
- Understanding of musical concepts and the relationships between them
- Knowledge of score conventions and performance directions

*Outcomes assessed: H2, H3, H5, H7*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes a work that successfully and coherently represents the chosen topic, demonstrating perceptive and accomplished understanding of style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topic</li> <li>• Demonstrates high level skills in organising ideas into musical structures</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Composes a work that successfully and coherently represents the chosen topic, demonstrating an accomplished understanding of the style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the chosen topic</li> <li>• Demonstrates accomplished skills in organising ideas into musical structures</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Composes a work that represents the chosen topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the chosen topic</li> <li>• Demonstrates skills in organising ideas into musical structures</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Composes a work that is a basic representation of the chosen topic, demonstrating some understanding of the style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topic</li> <li>• Demonstrates basic skills in organising ideas into musical structures</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Composes a work that is a limited representation of the chosen topic, demonstrating little understanding of the style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topic</li> <li>• Demonstrates limited skills in organising ideas into coherent musical structures</li> </ul>	1–4