

2015 HSC Music 1 Aural Skills Marking Guidelines — Written Examination

Question 1

Criteria	Marks
<ul style="list-style-type: none"> Clearly describes the use of melodic material in the excerpt Demonstrates a developed aural understanding 	6
<ul style="list-style-type: none"> Describes the use of melodic material in the excerpt Demonstrates a competent aural understanding 	4–5
<ul style="list-style-type: none"> Identifies the use of melodic material in the excerpt Demonstrates a basic aural understanding 	2–3
<ul style="list-style-type: none"> Demonstrates a limited aural understanding 	1

Sample answer:

The melody of this excerpt begins in unison and uses a small melodic range. This melody uses jumps and steps. It repeats itself but has a different ending. It is also minor.

A flute plays another melody and repeats itself higher. The melody uses short notes.

A similar melody to the first is heard, however it is supported with harmony. Another descending melody is played with this melody. The flute melody is repeated and then played by other instruments,

In the final section the two main melodies are played at the same time.

Answer could include:

- Use of melodic motifs
- Repeated melodies throughout the excerpt
- Use of quavers and crotchets in melody
- Also use of dotted quaver and semiquaver in first melody (♩♩)
- Small range of notes and mainly stepwise by the flute and piccolo
- Melody is played up the octave by piccolo after the flute
- Use of melodic ostinato moving into the last section (Upper strings)
- Counter melody is the first melody played by the trombones

Question 2

Criteria	Marks
<ul style="list-style-type: none"> Explains in detail how the layers of sound are used to achieve unity and contrast Demonstrates a highly developed aural understanding, using well-supported observations and appropriate examples 	8
<ul style="list-style-type: none"> Explains in some detail how the layers of sound are used to achieve unity and contrast Demonstrates a developed aural understanding, using appropriate observations and examples 	6–7
<ul style="list-style-type: none"> Explains in general how the layers of sound are used to achieve unity and contrast Demonstrates a competent aural understanding, using observations and examples 	4–5
<ul style="list-style-type: none"> Provides a simple explanation of how unity and contrast are achieved in this excerpt, and may make some reference to the layers of sound Demonstrates a basic aural understanding 	2–3
<ul style="list-style-type: none"> Demonstrates a limited aural understanding 	1

Answers could include:**Unity**

- All sounds playing within the same time signature. (Tone colour and duration)
- All instruments are playing within the same structure and over the same harmonic structure.
- The harmonic layer (piano), bass layer and percussive layer all play together at times generally on off beats.
- The tonality of the piece binds all layers together.
- The texture of the piece remains relatively thin due to the instruments that are playing.
- Bass layer uses ostinato, which binds the first section.

Contrast

- The different tone colours of the instruments playing throughout provide contrast as each layer has a different sound quality (trumpet, piano, percussion, double-bass).
- Many different rhythms are played by the instruments representing the various layers therefore creating contrast.
- The role of each layer and instrument provides contrast. Trumpet–melody. Piano–chordal accompaniment and at times melody. Drums–time and various rhythms. Double-bass provides ostinato.
- Explanation of changes in density by adding instruments.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> Identifies in detail the similarities and differences in the use of concepts of music in the two versions Demonstrates a highly developed aural understanding, using well-supported observations and appropriate examples 	8
<ul style="list-style-type: none"> Identifies in some detail the similarities and differences in the use of concepts of music in the two versions Demonstrates a developed aural understanding, using appropriate observations and examples 	6–7
<ul style="list-style-type: none"> Identifies in general the similarities and differences in the use of concepts of music in the two versions Demonstrates a competent aural understanding, using observations and examples 	4–5
<ul style="list-style-type: none"> Provides some points about similarities and differences between the two versions Demonstrates a basic aural understanding 	2–3
<ul style="list-style-type: none"> Demonstrates a limited aural understanding 	1

Answers could include:

Similarities

- Tempo and time signature are the same
- The main vocal melody is basically the same
- Both present the same structure
- Drums are used as a rhythmic layer
- The dynamics in both build sound
- A rhythmic, melodic and harmonic layer in both excerpts

Differences

- Accompanying rhythms in version 2 are more intricate and melodic rhythm more elaborate
- A female sings in version 1 and a male sings in version 2
- Orchestral strings are used in version 1 and rock instruments in version 2
- Version 2 uses more vocal effects
- Texture is thicker in version 1

Question 4

Criteria	Marks
<ul style="list-style-type: none"> Explains in detail how the voices are used to create musical interest in the excerpt Demonstrates a highly developed aural understanding, using well-supported observations and appropriate examples 	8
<ul style="list-style-type: none"> Explains in some detail how the voices are used to create musical interest in the excerpt Demonstrates a developed aural understanding, using appropriate observations and examples 	6–7
<ul style="list-style-type: none"> Explains in general how the voices are used to create musical interest in the excerpt Demonstrates a competent aural understanding, using observations and examples 	4–5
<ul style="list-style-type: none"> Provides some points about how the voices are used in the excerpt Demonstrates a basic aural understanding 	2–3
<ul style="list-style-type: none"> Demonstrates a limited aural understanding 	1

Answers could include:

- A range of vocal techniques used
- Unaccompanied voices exploring a wide pitch range
- “Krrr...” (tongue rolling) used
- Glissandi → sliding up and down in pitch
- Changes of metre reinforced by rhythmic accents in the voices, featuring use of syncopation
- Rhythmic ostinato “dipilon”
- Vocal imitation of instruments, including didgeridoo
- The different vocal lines work together to create harmony
- Contrast between varied roles of the different voice parts
- Whistle quality (created through use of vocal harmonics) provides increased tone colours and pitch range.

2015 HSC Music 1 Aural Skills Mapping Grid

Written Paper Core — Aural Skills

Question	Marks	Content	Syllabus outcomes
1	6	Melodic material	H4, H6
2	8	Layers of sound, unity & contrast	H4, H6
3	8	Comparison	H4, H6
4	8	Musical interest	H4, H6

Practical Examination Core — Performance

Question	Marks	Content	Syllabus outcomes
	20	Performance	H1, H7

Practical Examination Elective — Composition / Musicology / Performance

Question	Marks	Content	Syllabus outcomes
	20	Composition	H2, H3, H5, H7, H8
	20	Musicology	H2, H4, H6, H7
	20	Performance	H1, H7