



## **2011 HSC Music 1 Aural Skills Marking Guidelines**

The following marking guidelines were developed by the examination committee for the 2011 HSC examination in Music 1 Aural Skills, and were used at the Marking Centre in marking student responses. A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus is included.

The marking guidelines show the criteria that were applied to responses, along with the marks to be awarded in line with the quality of the responses. For extended responses, performance is described at a number of levels of performance, each covering a range of marks. At the marking centre, illustrative benchmark samples of student responses or annotated marking schemes may be used in addition to the marking guidelines to support markers in interpreting the marking guidelines and in applying them consistently.

In developing the marking guidelines the examination committee writes, where appropriate, a sample answer to clarify the intent of the question and to indicate the depth of response required. The sample answer is only one example of a type of response that the committee considered would be sufficient to gain full marks. In some cases a list of points that answers may include is provided. The points are not meant to be an exhaustive list.

## 2011 HSC Music 1 Aural Skills Marking Guidelines — Written Examination

### Question 1

Criteria	Marks
<ul style="list-style-type: none"><li>• Describes the structure with reference to the use of musical material</li><li>• Demonstrates aural understanding, including descriptions of the musical concepts used</li><li>• Answer may contain some inaccurate observations</li></ul>	5–6
<ul style="list-style-type: none"><li>• Describes the structure with some reference to the use of musical material</li><li>• Demonstrates some aural understanding, but may make generalisations</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited aural understanding in identifying or commenting on the structure and musical material</li></ul>	1–2

### Question 2

Criteria	Marks
<ul style="list-style-type: none"><li>• Describes in detail how musical interest is achieved by referring to duration and at least one other concept and selects appropriate examples to support response</li><li>• Demonstrates a high level of aural understanding using well-supported observations, including detailed descriptions of musical concepts</li><li>• Answer may contain some inaccurate observations</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes how musical interest is achieved by referring to duration and at least one other concept and uses examples to support response</li><li>• Demonstrates aural understanding, including descriptions of musical concepts</li><li>• Answer may contain some inaccurate observations</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides some description of how musical interest is achieved by referring to duration and/or one other concept</li><li>• Demonstrates some aural understanding, makes generalisations and may provide supporting examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited aural understanding of how musical interest is achieved by referring to duration and/or one other concept</li></ul>	1–2

**Question 3**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Describes in detail the texture of this excerpt with reference to specific sound sources</li><li>• Demonstrates a high level of aural understanding with well-supported observations, including detailed descriptions of musical concepts</li><li>• Answer may contain some inaccurate observations</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes the texture of this excerpt with reference to specific sound sources</li><li>• Demonstrates aural understanding, including descriptions of musical concepts</li><li>• Answer may contain inaccurate observations</li></ul>	5–6
<ul style="list-style-type: none"><li>• Describes the texture of this excerpt with some reference to sound sources</li><li>• Demonstrates some aural understanding, makes generalisations and may provide supporting examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of how the texture is used</li></ul>	1–2

**Question 4**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Describes in detail how the concepts are used to create repetition and variety, and uses appropriate examples to support response</li><li>• Demonstrates a high level of aural understanding with well-supported observations, including detailed descriptions of musical concepts</li><li>• Answer may contain some inaccurate observations</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes how the concepts are used to create repetition and variety, and uses examples to support response</li><li>• Demonstrates aural understanding, including descriptions of musical concepts</li><li>• Answer may contain inaccurate observations</li></ul>	5–6
<ul style="list-style-type: none"><li>• Describes some points of how the concepts are used to create repetition and variety</li><li>• Demonstrates some aural understanding, makes generalisations and may provide supporting examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited aural understanding of how the concepts are used to create repetition and variety</li></ul>	1–2

# Music 1

## 2011 HSC Examination Mapping Grid

### Written Paper Core — Aural Skills

Question	Marks	Content	Syllabus outcomes
1	6	Structure	H4, H6
2	8	Duration and all other concepts	H4, H6, H8
3	8	Texture	H4, H6
4	8	Repetition and Variety	H4, H6

### Practical Examination Core — Performance

Question	Marks	Content	Syllabus outcomes
	10	Performance	H1, H2, 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, H2, H7