



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **Scholarship, 2004**

## **Music Studies (93305)**

### **National Statistics**

### **Assessment Report**

### **Assessment Schedule**

## Music Studies, Scholarship, 2004

### National Statistics

Number of Results	Percentage		
	Not Achieved	Scholarship	Outstanding
40	62.5%	25.0%	12.5%

### Assessment Report

Candidates awarded Scholarship knew precisely what they were required to do by reading the standard, criteria and questions. They judiciously selected music extracts from the resource booklet to best illustrate their understanding of a selected question. These candidates had the knowledge, skills and examination strategies to meet these requirements.

Engagement in comparative and analytical observations is a key requirement in this examination. Candidates with these skills were able to respond to all aspects of a question with insight and breadth, and could articulate key issues with a high degree of fluency, supporting their perspectives with music examples.

Candidates who took time to read the paper thoroughly and thoughtfully, and matched questions to extracts from the resource book before answering questions, were well prepared for the examination. Some candidates answered one question well but ran out of time to complete other questions to the same standard. All three questions need to show commensurate depth to qualify for scholarship.

In many instances, music terminology was frequently misunderstood or applied haphazardly – in these instances, responses were unconvincing. Similarly unconvincing were responses to questions on mood, social/historical/cultural contexts and purpose/function of music which failed to include evidence from the music extracts. Succinct conclusions based on evidence, rather than sweeping generalisations, are required. Candidates must show an informed understanding in fully developing their answers – in addition to responding to the ‘what’, candidates also need to address the ‘why’ and the ‘how’.

Candidates who gained Scholarship with outstanding performance responded perceptively to questions in each section of the examination and used pertinent evidence from the score extracts to demonstrate depth and breadth of understanding. They showed exceptional quality in the structure and style of their answers.

## **Assessment Schedule**

### **Scholarship Music Studies (93305)**

#### **Evidence Statement**

The Scholarship candidate will be able to show in-depth understanding of the requirements in EACH of ONE question selected from THREE sections in the examination.

#### **SECTION ONE: Individual Score Extracts**

##### **Question One**

Candidates will:

- clearly explain features of the writing that makes the score an effective piece of music in terms of, for example: simple melodic idea outlining V–I; uncomplicated rhythms; clear, diatonic harmony; transparent, ‘uncluttered’ textures; idiomatic string writing etc
- evaluate, in depth, why score extract 7 (Britten) is an example of effective piece of music by identifying and analysing wide ranging and pertinent specific evidence, clearly linking the examples (linked to point above) to evaluations of why they are examples of ‘effective’ writing. Possible explanations include: simple tonality and harmonic structure – uncharacteristic of the 20th century, the use of motivic, rhythmic and textural development and any other stylistic characteristics of the period that link to simplicity of style and the effectiveness of the writing
- all points bulleted are focused on and specific music references clearly substantiate identified features.

##### **Question Two**

Candidates will:

- clearly identify and describe, in depth, what the mood of the music extract is
- explain clearly, fluently and in depth how the composer has created mood in a selected score
- provide a wide ranging and accurate in-depth analysis of how selected musical elements, structural and compositional devices substantiate the description and structural devices (Range: rhythm, pitch/melody, dynamics, tone colour, harmony, texture, repetition, imitation (etc) and instrumentation) are combined to establish the identified mood.

##### **Question Three**

Candidates will:

- provide an accurate, in-depth on-score analysis of a selected score showing clear understanding of:
  - \* key(s), with modulation(s)
  - \* harmonic structure – using Roman numerals, figured bass or jazz/rock notation
- clearly refer to the analysis and other musical elements and structural devices (Range: rhythm, pitch/melody, dynamics, tone colour, harmony, texture) to explain, in depth, how the extract of music is typical of the period in which it was written.

##### **Question Four**

Candidates will:

- explain clearly, fluently and in depth how a composer achieves a sense of unity AND variety in a selected score
- accurately analyse the score extract music, in depth, in order to clearly and coherently identify the main musical features that contribute to the sense of unity and variety
- clearly and concisely explain which musical features are used most predominantly in the score extract, and refer to pertinent musical evidence.

## **SECTION TWO: Comparison of a Studied Work with an Unprepared Score Extract**

### **Question Five**

Candidates will:

- compare a score extract with a previously studied work in a similar style or genre, and show clearly, fluently and in depth how the two works compare in terms of musical features. (Range: keys/modulations/tonality, rhythm, pitch/melody, instrumentation/orchestration, dynamics, tone colour, harmony, texture and any other structural devices)
- comment accurately and in depth, on how the features of the score extract and studied work are typical of the style or genre.

### **Question Six**

Candidates will:

- compare a score extract with a previously studied work in a similar style or genre and show clearly, fluently and in depth how the two works compare in terms of the historical and social context, concisely noting how these influenced the development of the style or genre
- provide accurate and well-judged evidence to make coherent and well-informed links between the score extract chosen and the previously studied work.

### **Question Seven**

Candidates will:

- give a comparative overview of a score extract with a previously studied work in a similar style or genre and show clearly, fluently and in depth how the two works compare in terms of the purpose and function of the music
- give a comparative overview of a score extract with a previously studied work in a similar style or genre and show clearly, fluently and in depth how the two works compare in terms of the historical and cultural significance
- give a comparative overview of a score extract with a previously studied work in a similar style or genre and show clearly, fluently and in depth how the two works compare in terms of the musical style.

### **Question Eight**

Candidates will:

- compare a score extract with a previously studied work in a similar style or genre and clearly define *performance conventions* of the style or genre chosen
- show clearly, fluently and in depth how the two works compare in terms of the performance conventions
- accurately and in depth, provide evidence of the specific characteristics of each of the performance settings between the two pieces from the score extract chosen and the previously studied work.

## **SECTION THREE: Comparison of Two or More Unprepared Score Extracts**

### **Question Nine**

Candidates will:

- demonstrate insightful investigation by comparing and contrasting the ways composers have set words to music by examining two vocal scores that demonstrate different musical styles
- clearly explain how the composer highlights the intentions of the words through the musical setting
- succinctly evaluate the word setting with clear reference to appropriate examples in the scores.

### **Question Ten**

Candidates will:

- clearly discuss the impact rhythm has as a significant feature of the musical expression in two chosen score extracts
- critically evaluate performances that would be authentic within respective cultural, historical and stylistic settings
- accurately and in depth, provide evidence from the scores, with well-judged annotations, to support the discussion.

### **Question Eleven**

Candidates will:

- identify and concisely explain similarities and differences between two score extracts with reference to all of: instrumentation, tonality, rhythmic characteristics and structural devices
- provide accurate and in-depth comment(s) on the particular historical and/or cultural context(s) each score extract represents.

### **Question Twelve**

Candidates will:

- critically identify and explain the important musical aspects of two score extracts which should be considered in performance, referring to cultural/historical/stylistic context or genre
- discuss, in depth, how authenticity, convention and imagination combine or conflict in performance of music from scores.

### **ASSESSMENT SCHEDULE FOR OUTSTANDING PERFORMANCE**

Outstanding Scholarship students will:

- respond perceptively to the questions, using highly pertinent evidence from score extracts to demonstrate in-depth understanding of music elements, structural characteristics, social, historical, cultural and stylistic background
- apply a wide range of in-depth knowledge and skills through critical detailed analysis, evaluation and review of a range of music scores
- communicate a unique, insightful understanding of the questions selected
- show breadth and depth of understanding in sophisticated ideas/responses
- show exceptional quality in the style and structure of their responses.