

# **Scholarship**

## **2012 Assessment Report**

### **Music**

## COMMENTARY

Students that demonstrated high level thinking in the portfolio and in the examination attained scholarship. Students that integrated prior knowledge, high level thinking and appropriate score referencing attained outstanding scholarship.

Many candidates demonstrated competent musical skills in the portfolio, however, were not able to generate high level thinking written responses in the examination. Other candidates demonstrated a high level of musical understanding but were unable to convey this knowledge in the required essay and annotation format.

A number of candidates misread the questions in the examination and subsequently wrote irrelevant responses.

## SCHOLARSHIP WITH OUTSTANDING PERFORMANCE

**Candidates who were awarded Scholarship with Outstanding Performance typically:**

- selected questions and music extracts which enabled them to answer fully and in detail, demonstrating a breadth of musical understanding
- planned and considered their responses carefully before beginning to write their answers
- wrote comprehensive responses which addressed all aspects of questions, and demonstrated a wider musical knowledge
- quoted specific examples from scores to support their written statements
- annotated scores with clear and relevant labels in the resource booklet
- in the case of performance students, presented a 15 minute unedited performance that showcased their skill and diversity as a performer
- in the case of composition, presented a portfolio of work that demonstrated great depth of understanding of specific instruments and musical styles, often including evidence of performances of their works
- wrote in depth critical reflections, including annotated examples of sections of their scores, as part of their portfolio, referring to other sources (compositions, sources, etc) – whether performance, composition or musicology.

## SCHOLARSHIP

**Candidates who were awarded Scholarship but not Scholarship with Outstanding Performance typically:**

- selected questions and music extracts which enabled them to answer in detail
- quoted some specific examples from scores to support their written responses, although not necessarily consistently
- wrote full reflections on aspects of their portfolio presentations and provided a portfolio that demonstrated a high level of proficiency in their chosen area
- in the case of musicology, selected a work that offered the depth necessary to be discussed at a level consistent with scholarship.

## **OTHER CANDIDATES**

### **Candidates who were not awarded Scholarship or Scholarship with Outstanding Performance typically:**

- wrote brief and generic reflections about their portfolio presentation, demonstrating little musical understanding
- selected extracts which were not ideal for the demands of the selected questions, for example, choosing an extract with a title that did not obviously express a particular mood or subject for Question 2
- gave a response to a question that did not meet the demands of the question, for example, writing about musical context for Question 1, when it specifically stated “non-musical”
- gave few or very generalised examples from scores to support their responses to questions
- wrote about aspects which did not demonstrate musical understanding in relation to the question being answered
- submitted portfolios in performance, composition or musicology that did not reach the standard of this level and were accompanied by a superficial written reflection.