



**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*

Candidates 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 highly-developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates perceptive stylistic understanding through performing 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 a highly-developed 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 developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates 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 a developed 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***

Candidates will be assessed on how well it demonstrates:

- A musicological focus
- An understanding of the chosen topic
- An understanding of musical concepts and the relationship between them
- Relevant musical examples that support the discussion

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

**MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"> <li>• Discussion has a clear and consistent musicological focus</li> <li>• Demonstrates a perceptive understanding of the chosen topic</li> <li>• Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen topic</li> <li>• Supports the discussion with relevant musical examples</li> </ul>             | 17–20        |
| <ul style="list-style-type: none"> <li>• Discussion has a musicological focus</li> <li>• Demonstrates a detailed understanding of the chosen topic</li> <li>• Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic</li> <li>• Supports the discussion with relevant musical examples</li> </ul>                                      | 13–16        |
| <ul style="list-style-type: none"> <li>• Discussion has a musicological focus but may be inconsistent</li> <li>• Demonstrates a generally sound understanding of the chosen topic although there may be some inaccuracies</li> <li>• Demonstrates some aural awareness and ability to discuss the use of musical concepts in the chosen topic</li> <li>• Presents relevant musical examples</li> </ul> | 9–12         |
| <ul style="list-style-type: none"> <li>• Makes an attempt to provide a musicological focus in the discussion</li> <li>• Demonstrates basic understanding of the chosen topic</li> <li>• Demonstrates basic aural awareness and skill in discussing the musical concepts</li> <li>• Presents some musical examples</li> </ul>   | 5–8          |

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| <ul style="list-style-type: none"><li>• Discussion lacks a musicological focus</li><li>• Demonstrates limited understanding of the chosen topic</li><li>• Demonstrates limited aural awareness and skill in discussing the musical concepts in the repertoire studied</li><li>• Uses irrelevant or inappropriate musical examples</li></ul> | 1–4          |

## Task: Composition Elective (20 marks)

### *Assessment criteria*

Candidates 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 a thorough 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 proficient 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   |

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| <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          |