



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

**HSC Music 2**  
**Marking Guidelines — Practical tasks and**  
**submitted works**

## Practical tasks and submitted works

### Task: Performance Core (15 marks) and Elective (15 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, H4, H8*

#### MARKING GUIDELINES

Criteria	Marks
<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>	13–15
<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 the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li></ul>	10–12

Criteria	Marks
<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>	7–9
<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>	4–6
<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>	1–3

**Task: Sight-singing (5 marks)*****Assessment criteria***

Candidates will be assessed on how well they demonstrate:

- Aural awareness to accurately perform pitch and rhythm

*Outcomes assessed: H2*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Performs the piece accurately in both pitch and rhythm or with slight blemish or hesitation in pitch or rhythm	5
• Performs the piece competently and demonstrates an ability to recover from minor inaccuracies in pitch and/or rhythm.	4
• Performs the piece with a good sense of melodic shape. There are some errors with intervals, but maintains a sense of tonality. There are minor rhythmic inaccuracies, but generally maintains metre.	3
• Performs the piece displaying several errors with melodic shape and problems with intervals, but there is a vague overall sense of tonality. There are several rhythmic inaccuracies.	2
• Performs with little sense of melodic shape or tonality. The performance lacks a sense of metre or contains many rhythmic inaccuracies. The rhythm may be substantially correct but performed on one pitch.	1

## Task: Composition Core (15 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, H4, H8

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes a work that successfully and coherently represents the 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 topic</li> <li>• Demonstrates high level skills in organising ideas into musical structures</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Composes a work that successfully and coherently represents the 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 topic</li> <li>• Demonstrates proficient skills in organising ideas into musical structures</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Composes a work that represents the 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 topic</li> <li>• Demonstrates some skills in organising ideas into musical structures</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Composes a work that is a basic representation of the 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 topic</li> <li>• Demonstrates basic skills in organising ideas into musical structures</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Composes a work that is a limited representation of the 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 topic</li> <li>• Demonstrates limited skills in organising ideas into coherent musical structures</li> </ul>	1–3

**Task: Composition Elective (30 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, H4, H8*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<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>	25–30
<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>	19–24
<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 performance directions appropriate to the chosen topic</li> <li>• Demonstrates skills in organising ideas into musical structures</li> </ul>	13–18
<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 performance directions appropriate to the chosen topic</li> <li>• Demonstrates basic skills in organising ideas into musical structures</li> </ul>	7–12
<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 performance directions appropriate to the chosen topic</li> <li>• Demonstrates limited skills in organising ideas into musical structures</li> </ul>	1–6

## Task: Musicology Elective Essay (30 marks)

### Assessment criteria

Candidates will be assessed on how well they demonstrate musicological understanding through:

- Application of the skills of in-depth analysis
- Understanding of musical concepts and the relationships between them within the relevant context supported by relevant musical examples and quotations drawn from primary sources
- Organisation, development and expression of ideas

*Outcomes assessed: H2, H5, H6, H7, H8*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a perceptive analysis and discussion supported by comprehensive musical observations based on primary sources</li> <li>• Demonstrates comprehensive understanding of the concepts of music and the relationships between them within the relevant context</li> <li>• Demonstrates a high level of organisation and structuring of material with a comprehensive development of ideas in a coherent and sustained response</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Presents a convincing analysis and discussion supported by comprehensive musical observations based on primary sources</li> <li>• Demonstrates detailed understanding of the concepts of music and the relationships between them within the relevant context</li> <li>• Demonstrates detailed organisation and structuring of material with a successful development of ideas</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Presents a generally sound analysis and discussion supported by relevant musical observations based on primary sources</li> <li>• Demonstrates sound understanding of the concepts of music and the relationships between them within the relevant context, however, there may be some inconsistencies</li> <li>• Demonstrates generally sound organisation and structuring of material with a clear development of ideas</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Presents a basic discussion with limited analysis supported by some musical examples</li> <li>• Demonstrates a basic understanding of the concepts of music and the relationships between them</li> <li>• Demonstrates basic organisation and understanding of the material presented</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• Presents a limited discussion, lacking in musical analysis, supported by inaccurate or inappropriate musical observations</li> <li>• Demonstrates a limited understanding of the concepts of music and the relationships between them within the relevant context</li> <li>• Demonstrates lack of coherence through limited organisation and understanding of the material presented</li> </ul>	1–6