



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

HSC Music Extension
Marking Guidelines — Practical tasks and
submitted works

Practical tasks and submitted works

Task: Performance Elective (50 marks)

Assessment criteria

Candidates will be assessed on their musical effectiveness through:

- Musical sophistication and sensitivity
- Demonstration of technical skills
- Stylistic interpretation of the chosen repertoire
- Sense of personal expression and personal interpretation of the chosen repertoire
- Understanding of solo/*ensemble* techniques

Outcomes assessed: HE1, HE4, HE5, HE6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a superior performance displaying sophistication, musical sensitivity and a personal style • Performs with superior technical and interpretative skills • Communicates complex musical understanding • <i>Demonstrates outstanding ensemble awareness, such as part independence, and an awareness of blend, balance and communication with the ensemble</i> 	13–15
<ul style="list-style-type: none"> • Presents an accomplished performance displaying expertise, musical sensitivity and an emerging personal style • Performs with highly developed technical and interpretative skills • Communicates complex musical understanding • <i>Demonstrates highly developed ensemble awareness, such as part independence, and an awareness of blend, balance and communication with the ensemble</i> 	10–12
<ul style="list-style-type: none"> • Presents a successful performance displaying expertise and musical sensitivity • Performs with successful technical and interpretative skills although may contain some inconsistencies • Communicates musical understanding • <i>Demonstrates successful ensemble awareness, such as part independence, and an awareness of blend, balance and communication with the ensemble</i> 	7–9
<ul style="list-style-type: none"> • Presents a competent performance displaying musical sensitivity • Performs with competent but inconsistent technical and interpretative skills • Demonstrates musical understanding • <i>Demonstrates ensemble awareness, such as part independence, and an awareness of blend, balance and communication with the ensemble</i> 	4–6
<ul style="list-style-type: none"> • Presents a performance displaying some musical sensitivity • Performs with inconsistent technical and interpretative skills • Demonstrates some musical understanding • <i>Demonstrates inconsistent ensemble awareness, such as part independence, and an awareness of blend, balance and communication with the ensemble</i> 	1–3

Task: Musicology Elective Essay (50 marks)

Assessment criteria

Candidates will be assessed on how well they demonstrate:

- Establishment of an hypothesis and application of the skills of critical analysis and evaluation
- Organisation, development and expression of ideas in a sustained argument supported by relevant musical examples and quotations
- Understanding of the concepts of music and the relationships between them within the relevant context
- Research and data collection skills from primary and secondary sources

Outcomes assessed: HE1, HE3, HE4, HE5, HE6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a well-defined hypothesis demonstrating independence of thought, supported by excellent organisation, a clear, sustained and perceptive argument, and an outstanding level of critical analysis and evaluation to draw valid conclusions • Demonstrates a sophisticated and perceptive understanding of the concepts of music and the relationships between them within the chosen musical work(s) or examples • Presents evidence of outstanding research and data collection from primary and secondary sources which are integrated into the discussion/argument 	41–50
<ul style="list-style-type: none"> • Presents an hypothesis demonstrating some independence of thought, supported by a well organised, clear and sustained argument, and a detailed level of critical analysis and evaluation to draw valid conclusions • Demonstrates an extensive understanding of the concepts of music and the relationships between them within the chosen musical work(s) or examples • Presents evidence of thorough research and data collection from primary and secondary sources which are integrated into the discussion/argument 	31–40
<ul style="list-style-type: none"> • Presents an hypothesis supported by a coherent argument, with an attempt at critical analysis and evaluation to draw valid conclusions • Demonstrates competent understanding of the concepts of music and the relationships between them within the chosen musical work(s) or examples • Presents evidence of competent research and data collection from primary and secondary sources with an attempt to integrate them into the discussion/argument 	21–30

Criteria	Marks
<ul style="list-style-type: none">• Presents an argument with some inconsistencies and limited evidence of critical analysis and evaluation to draw valid conclusions• Demonstrates an understanding of the concepts of music and the relationships between them within the chosen musical work(s) or examples• Presents evidence of competent research and data collection from mostly secondary sources with an attempt to integrate them into the discussion/argument	11–20
<ul style="list-style-type: none">• Presents little support for an argument and with limited evidence of critical analysis and evaluation to draw valid conclusions• Demonstrates some understanding of the concepts of music and the relationships between them within the chosen musical work(s) or examples. These may have limited relevance to the argument• Presents some evidence of research and data collection from mostly secondary sources	1–10

Task: Composition Elective (50 marks)

Assessment criteria

Candidates will be assessed on how well they demonstrate:

- Understanding of musical concepts and the relationships between them
- Stylistic understanding
- Knowledge of score conventions and performance directions
- Ability to establish and sustain musical ideas
- A sense of personal compositional style

Outcomes assessed: HE1, HE4, HE5, HE6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Composes a highly coherent work demonstrating sophisticated stylistic understanding through the use of highly developed compositional techniques, the sustained development and refinement of musical ideas, and the establishment of a personal compositional style. • Demonstrates a sophisticated understanding of the concepts of music and their relationships within the work. • Demonstrates an outstanding knowledge and application of scoring conventions in the expression and communication of musical ideas. 	21–25
<ul style="list-style-type: none"> • Composes a coherent work demonstrating stylistic understanding through the accomplished use of compositional techniques, the development and refinement of musical ideas, and evidence of a personal compositional style. • Demonstrates an extensive understanding of the concepts of music and their relationships within the work. • Demonstrates a successful application of scoring conventions in the expression and communication of musical ideas. 	16–20
<ul style="list-style-type: none"> • Composes a work demonstrating stylistic understanding through the use of compositional techniques, the development and refinement of musical ideas, and the emergence of a personal compositional style. • Demonstrates a sound understanding of the concepts of music and their relationships within the work. • Demonstrates an understanding of scoring conventions in the expression and communication of musical ideas. 	11–15
<ul style="list-style-type: none"> • Composes a work demonstrating stylistic understanding through the use of appropriate compositional techniques • Demonstrates an understanding of the concepts of music and their relationships within the work. • Demonstrates an understanding of scoring conventions in the expression of musical ideas. 	6–10
<ul style="list-style-type: none"> • Composes a work demonstrating stylistic understanding but compositional techniques are inconsistent with the chosen style. • Demonstrates some understanding of the concepts of music and their relationships within the work. • Demonstrates limited understanding of scoring conventions in the expression of musical ideas. 	1–5