



HSC Music 1
**Marking Guidelines — Practical tasks and
submitted works**

Practical tasks and submitted works

Task: Performance Core 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	Marks
<ul style="list-style-type: none"> · Demonstrates highly-developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire · Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques · Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style · 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 	17–20
<ul style="list-style-type: none"> · Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire · Demonstrates stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques · Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style · 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 	13–16
<ul style="list-style-type: none"> · Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation · Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or 	9–12

Criteria	Marks
<p>dynamics and/or expressive techniques may not be consistently appropriate to the chosen style</p> <ul style="list-style-type: none"> · Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style · 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 	
<ul style="list-style-type: none"> · Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation · Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style · Performs the chosen repertoire with little sense of musical expression · 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 	5–8
<ul style="list-style-type: none"> · Demonstrates very limited technical skills · Demonstrates little evidence of stylistic understanding of the chosen style · Performs the chosen repertoire with little or no sense of musical expression · Demonstrates little or no awareness of the performer's role as a soloist/ensemble member 	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

Criteria	Marks
<ul style="list-style-type: none"> · Discussion has a clear and consistent musicological focus · Demonstrates a perceptive understanding of the chosen topic · Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen topic · Supports the discussion with relevant musical examples 	17–20
<ul style="list-style-type: none"> · Discussion has a musicological focus · Demonstrates a detailed understanding of the chosen topic · Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic · Supports the discussion with relevant musical examples 	13–16
<ul style="list-style-type: none"> · Discussion has a musicological focus but may be inconsistent · Demonstrates a generally sound understanding of the chosen topic although there may be some inaccuracies · Demonstrates some aural awareness and ability to discuss the use of musical concepts in the chosen topic · Presents relevant musical examples 	9–12
<ul style="list-style-type: none"> · Makes an attempt to provide a musicological focus in the discussion · Demonstrates basic understanding of the chosen topic · Demonstrates basic aural awareness and skill in discussing the musical concepts · Presents some musical examples 	5–8
<ul style="list-style-type: none"> · Discussion lacks a musicological focus · Demonstrates limited understanding of the chosen topic · Demonstrates limited aural awareness and skill in discussing the musical concepts in the repertoire studied · Uses irrelevant or inappropriate musical examples 	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"> · 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 · Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topic · Demonstrates high level skills in organising ideas into musical structures 	17–20
<ul style="list-style-type: none"> · 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 · Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the chosen topic · Demonstrates proficient skills in organising ideas into musical structures 	13–16
<ul style="list-style-type: none"> · Composes a work that represents the chosen topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the concepts · Demonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the chosen topic · Demonstrates skills in organising ideas into musical structures 	9–12
<ul style="list-style-type: none"> · 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 · Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topic · Demonstrates basic skills in organising ideas into musical structures 	5–8
<ul style="list-style-type: none"> · 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 · Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topic · Demonstrates limited skills in organising ideas into coherent musical structures 	1–4