

## Task 1: An Instrument and Its Repertoire

**Due Date:** Nov 28, 2025

**Task Distributed:** 28 Oct 2025

**Unit:** An Instrument and its Repertoire

**Task Type:** Aural, Musicology,  
Composition, Elective

**Task Weighting:** 20%  
(Composition - 5%, Musicology - 5%, Aural - 2.5%, Elective 1 - 7.5%)

**Outcomes:** H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11

### Task Description

Your assessment task is comprised of the following components:

- **Composition:**
  - Create a piece of music focused on **THREE** unique techniques used by your instrument. The song must be 16 bars minimum in length, and explore the instrument's role as a soloist, or with accompaniment.
  - You must supply a score (sheet music as PDF) as well as an MP3 file (can be generated by the notation software or recorded live).
- **Musicology:**
  - Submit a presentation created on Google Slides or PowerPoint (PPT) about the development of your instrument.
  - The presentation should explore, evaluate and summarise the following:
    - Major historical developments of the chosen instrument
    - Influence of technology (key developments)
    - Important instrument techniques
- **Aural:**
  - Present a written analysis based on your performance piece for this term. Choose one concept and answer the question as follows: "Analyse how \_\_\_\_\_ is used in this piece."
- **Elective:**
  - Choose **one** of the following:
    - Perform one song on an instrument and/or voice (5 minutes)
    - Present a Viva Voce (10 minutes)
    - Submit a composition (4 minutes) based on the topic for this term.

### NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

### **Composition:**

Submit, via Google Classroom, a PDF and MP3 file of your chart/sheet music by **Friday, 28th November.**

### **Musicology:**

Submit, via Google Classroom, a Google Slides or PowerPoint (PPT) file by **Friday, 28th November.**

### **Aural:**

Submit, via Google Classroom, a Google Doc with your aural analysis by **Friday, 28th November.**

### **Elective:**

Perform one song on an instrument and/or voice (5 minutes) or present a Viva Voce (10 minutes) or submit a composition (4 minutes) based on the topic for this term.

### **Note:**

**Performances and Viva Voces will be presented in class from lessons starting Monday, 31st November. Viva Voces require a completed Viva Voce summary sheet.**

**Compositions must be submitted as a PDF of your chart, and an MP3 file of your song.**

**Submissions due by Friday, 28th November.**

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 Days of the due date.
- Students can clarify or seek further feedback by speaking with their teacher.
- Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection form at the time they receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks.

Students can access this self-reflection form using the link below: <https://bit.ly/3nlpav3>

## How does this link to my learning?

- Develops my ability to compose, perform, and analyse music using key concepts and stylistic characteristics.
- Strengthens my understanding of historical, cultural, and technological influences on music and instruments.
- Builds skills to evaluate and discuss performances, compositions, and musical techniques with insight and accuracy.
- Encourages creativity, self-expression, and reflection, showing willingness to refine ideas and respond to feedback.

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

## Composition - Marking Criteria

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
<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

## Musicology - Marking Criteria

	1	2	3	4	5
<b>Major Historical Developments</b>	Demonstrates very limited historical focus in the discussion	Makes an attempt to provide a historical focus in the discussion	Discussion has a historical focus but may be inconsistent	Discussion has a historical focus	Discussion has a clear & consistent historical focus
<b>Influence of Technology (Key Developments)</b>	Demonstrates limited understanding of the influence of technology	Demonstrates basic understanding of the influence of technology	Demonstrates a generally sound understanding of the influence of technology although there may be some inaccuracies	Demonstrates a detailed understanding of the influence of technology	Demonstrates a perceptive understanding of the influence of technology
<b>Important Techniques</b>	Demonstrates limited understanding of chosen topic understanding of the chosen topic	Demonstrates basic understanding of the important techniques	Demonstrates a generally sound understanding of the important techniques although there may be some inaccuracies	Demonstrates a detailed understanding of the important techniques	Demonstrates a perceptive understanding of the important techniques
<b>Key Players</b>	Uses irrelevant or inappropriate musical examples with no reference to personal evaluations	Presents some musical examples & provides limited evaluations	Presents relevant musical examples & provides some personal evaluations	Supports the discussion with relevant musical examples & provides personal evaluations	Supports the discussion with relevant musical examples & provides insightful & personal evaluations
<b>Key Recordings</b>	Uses irrelevant or inappropriate musical examples with no reference to personal evaluations	Presents some musical examples & provides limited evaluations	Presents relevant musical examples & provides some personal evaluations	Supports the discussion with relevant musical examples & provides personal evaluations	Supports the discussion with relevant musical examples & provides insightful & personal evaluations
<b>Your Influences</b>	Uses irrelevant or inappropriate musical examples with no reference to personal evaluations	Presents some musical examples & provides limited evaluations	Presents relevant musical examples & provides some personal evaluations	Supports the discussion with relevant musical examples & provides personal evaluations	Supports the discussion with relevant musical examples & provides insightful & personal evaluations
<b>Presentation Skills</b>	Little to no attempt made to incorporate underscoring, speaker notes, interesting and relevant pictures/videos/songs.	Quality attempt made to incorporate underscoring, speaker notes, interesting and relevant pictures/videos/songs.	High Quality attempt made to incorporate underscoring, speaker notes, interesting and relevant pictures/videos/songs.		

## Aural - Marking Criteria

MARKS	CRITERIA
8	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● Demonstrates a clear understanding of the focus concept in the excerpt and uses appropriate terminology and/or description in the discussion of the musical events within the excerpt</li> <li>● Refers to appropriate and related musical concepts in their answer to support observations</li> <li>● Demonstrates evidence of focused listening and a significant number of well supported observations in a suitably structured response</li> <li>● May include a variety of formats (e.g. diagrams/notation) to aid explanation</li> </ul>
6-7	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● Describes aspects of the focus concept in some detail and uses appropriate terminology in the discussion of the musical events in the excerpt</li> <li>● Demonstrates an understanding of the concepts as used in the excerpt</li> <li>● Refers to appropriate and related musical concepts</li> <li>● Demonstrates evidence of careful listening and musical awareness providing a number of well support observations</li> <li>● May use other formats for explanation (e.g. diagrams)</li> <li>● Some inaccuracies in the observations may be evident</li> </ul>
4-5	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● Describes some aspects of the focus concept and uses correct terminology in their discussion of the excerpt</li> <li>● Demonstrates an understanding of the focus concept but with little reference to other musical concepts in support</li> <li>● May make some generalisations about the focus concept in the excerpt</li> <li>● May include observations that do not necessarily relate to the question</li> <li>● May make several inaccurate observations</li> </ul>
2-3	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● Makes an attempt to describe the focus concept and its relationship to the excerpt</li> <li>● Refers to the concept in only the most basic sense and often provides generalisations that may not relate to the excerpt</li> <li>● Does not relate other concepts to the focus concept by way of support</li> <li>● Often provides irrelevant information and may be quite inaccurate in describing musical events</li> <li>● May make contradictory statements and demonstrate lack of focused listening</li> </ul>
1	<p><u>An answer in this range:</u></p> <ul style="list-style-type: none"> <li>● States the excerpt has/uses the focus concept without any further clarification or support</li> <li>● Does not recognise or state concepts or aspects of the focus concept or makes very confused references to music concepts</li> <li>● Uses little or incorrect terminology and/or descriptions of musical events and includes irrelevant information</li> <li>● Makes observations that are inaccurate and superficial with no evidence of focused listening</li> </ul>

## ELECTIVE CHOICES ARE MARKED WITH ONE OF THE FOLLOWING:

### Elective Performance - Marking Criteria

MARKS	CRITERIA
<b>Outstanding</b> 9 - 10 marks	<ul style="list-style-type: none"><li>• Performance is delivered confidently and without hesitation</li><li>• Student demonstrates outstanding technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is appropriate for the chosen style/genre</li></ul>
<b>High</b> 7-8 marks	<ul style="list-style-type: none"><li>• Performance is delivered confidently and with little hesitation</li><li>• Student demonstrates high technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is appropriate for the chosen style/genre</li></ul>
<b>Sound</b> 5-6 marks	<ul style="list-style-type: none"><li>• Performance is delivered with some hesitation</li><li>• Student demonstrates sound technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is appropriate for the chosen style/genre</li></ul>
<b>Basic</b> 3-4 marks	<ul style="list-style-type: none"><li>• Performance is delivered with much hesitation</li><li>• Student demonstrates basic technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is not indicative of the chosen style/genre</li></ul>
<b>Limited</b> 0-2 marks	<ul style="list-style-type: none"><li>• Performance is incomplete or delivered with much hesitation</li><li>• Student demonstrates limited technical proficiency on chosen instrument</li><li>• Tone of instrument or voice is not indicative of the chosen style/genre</li></ul>

### Elective Composition - Marking Criteria

MARKS	CRITERIA
<b>Outstanding</b> 9 - 10 marks	<ul style="list-style-type: none"><li>• Composes a work that successfully and coherently represents the chosen topic, showing perceptive and accomplished understanding of style, the concepts of music, and their relationships.</li><li>• Demonstrates comprehensive knowledge of score conventions and high-level skill in musical structure.</li></ul>
<b>High</b> 7-8 marks	<ul style="list-style-type: none"><li>• Composes a work that successfully and coherently represents the chosen topic, showing thorough understanding of style, the concepts of music, and their relationships.</li><li>• Demonstrates detailed knowledge of score conventions and proficient skill in musical structure.</li></ul>
<b>Sound</b> 5-6 marks	<ul style="list-style-type: none"><li>• Composes a work that represents the chosen topic with a sound understanding of style, concepts of music, and their relationships.</li><li>• Demonstrates clear knowledge of score conventions and competent skill in musical structure.</li></ul>
<b>Basic</b> 3-4 marks	<ul style="list-style-type: none"><li>• Composes a work that basically represents the chosen topic with some understanding of style, concepts of music, and their relationships.</li><li>• Demonstrates basic knowledge of score conventions and limited skill in musical structure.</li></ul>

**Limited**  
0-2 marks

- Composes a work that minimally represents the chosen topic with little understanding of style, concepts of music, or their relationships.
- Demonstrates limited knowledge of score conventions and little skill in musical structure.

## Elective Musicology (Viva Voce) - Marking Criteria

MARKS	CRITERIA
<p><b>Outstanding</b> 9 - 10 marks</p>	<ul style="list-style-type: none"> <li>● Discussion has a clear and consistent musicological focus, demonstrating a perceptive understanding of the chosen topic.</li> <li>● Shows high-level aural awareness and understanding of musical concepts and their relationship to the topic.</li> <li>● Discussion is supported with relevant and well-integrated musical examples.</li> </ul>
<p><b>High</b> 7-8 marks</p>	<ul style="list-style-type: none"> <li>● Discussion maintains a clear musicological focus, demonstrating a detailed understanding of the chosen topic.</li> <li>● Shows thorough aural awareness and understanding of relevant musical concepts and their connection to the topic.</li> <li>● Discussion is supported with relevant musical examples.</li> </ul>
<p><b>Sound</b> 5-6 marks</p>	<ul style="list-style-type: none"> <li>● Discussion has a musicological focus, though it may be inconsistent at times.</li> <li>● Demonstrates a generally sound understanding of the topic, with minor inaccuracies.</li> <li>● Shows some aural awareness and ability to discuss musical concepts. Relevant musical examples are included.</li> </ul>
<p><b>Basic</b> 3-4 marks</p>	<ul style="list-style-type: none"> <li>● Discussion attempts to maintain a musicological focus but is basic or unclear.</li> <li>● Demonstrates basic understanding of the topic and limited aural awareness of musical concepts.</li> <li>● Some musical examples are presented but may lack relevance or clarity.</li> </ul>
<p><b>Limited</b> 0-2 marks</p>	<ul style="list-style-type: none"> <li>● Discussion lacks a musicological focus and demonstrates limited understanding of the topic.</li> <li>● Little to no aural awareness of musical concepts is evident.</li> <li>● Musical examples used are irrelevant, inappropriate, or missing.</li> </ul>