

Task 3: Music for Radio, Film, TV, Multimedia

Due Date: Jun 12, 2026

Task Distributed: 1 May 2026

Unit: Music for Radio, Film, TV, Multimedia

Task Type: Elective, Composition,
Musicology, Aural

Task Weighting: 20%

(Elective - 7.5%, Composition - 5%, Musicology - 5%, Aural - 2.5%)

Outcomes: H1-H12

Task Description

Your assessment task is comprised of the following components:

- **Musicology:**
 - Research and produce a written response **in class** about a famous film composer (Australian or international). Answer the following brief:
 - "Choose a famous film composer and analyse how their background, musical influences, and personal style have contributed to the history of film music. In your response, discuss how concepts of Music are reflected in their work, and explain how their music fits into the broader context of film music history."
 - This response should be 400-450 words (approx. one page)
 - You may bring in one A4 page (one-sided) of notes into class, with no smaller than font size 10.
- **Aural:**
 - Complete a HSC-style question **in-class** for an excerpt from "Somebody to Love".
 - The question will focus on INTEREST.

NOTE - The Musicology and Aural components will be completed **in class** on the due date (Friday, 12th June, 2026).

- **Composition:**
 - Present a chart and/or sheet music of one of your electives.
- **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)
- You must clearly state which topic you have chosen for your Elective.

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

Musicology:

Complete a written response in class on **Friday, 12th June**.

Composition:

Submit, via Google Classroom, a PDF and MP3 file of your chart/sheet music by **Friday, 12th June, 11:59pm**.

Aural:

Complete an aural-style question in class on **Friday, 12th June**.

Elective:

Perform one song on an instrument and/or voice (5 minutes). These performances will be conducted in class starting from **Friday, 12th June**.

Note:

Compositions must be submitted as a PDF of your chart, as well as an MP3 file.

Submissions due by Friday, 12th June, 11:59pm.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two school weeks 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?

- performs, composes and/or communicates musical ideas as a means of self-expression and communication, demonstrating understanding of the stylistic characteristics of the chosen topic.
- articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

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.

Musicology - Marking Criteria

CRITERIA	4	3	2	1
<p>Biography Provide clear, accurate information about the composer's background.</p>	<p>Answers the question by providing clear, accurate and detailed information about the composer's background. Including their active era, instruments played, and notable collaborations.</p>	<p>Answers the question by providing information about the composer's background, including era, instruments, or collaborations, but lacks some detail or clarity.</p>	<p>Attempts to answer the question. Some information is given about the composer but it lacks detail and parts may be missing.</p>	<p>Much of the information is irrelevant and missing/incomplete.</p>
<p>Famous Works Explains how a musical work made a contribution to film music.</p>	<p>Answers the question by clearly explaining in detail how the musical piece contributed to film music, with relevant examples.</p>	<p>Answers the question by providing information about the musical piece and how it contributed to film music. Provides some examples.</p>	<p>Answers the question with some explanation of how the musical piece contributed to film music. Details and examples are limited.</p>	<p>Does not effectively answer the question. Explanation is limited. Details and examples are missing.</p>
<p>Musical Concepts Identifies and accurately uses concepts and terminology correctly to describe the musician's musical style.</p>	<p>Answers the question clearly by identifying and using musical concepts and terminology to correctly describe the musician's musical style.</p>	<p>Answers the question by providing information about the musical style using mostly accurate terminology.</p>	<p>Attempts to use musical concepts and terminology to describe the musician's musical style.</p>	<p>Limited use of correct terminology and inaccuracies when describing the musician's musical style.</p>

Composition - Marking Criteria

MARKS	CRITERIA
Outstanding 9 - 10 marks	<ul style="list-style-type: none">• 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.• Demonstrates comprehensive knowledge of score conventions and high-level skill in musical structure.
High 7-8 marks	<ul style="list-style-type: none">• Composes a work that successfully and coherently represents the chosen topic, showing thorough understanding of style, the concepts of music, and their relationships.• Demonstrates detailed knowledge of score conventions and proficient skill in musical structure.
Sound 5-6 marks	<ul style="list-style-type: none">• Composes a work that represents the chosen topic with a sound understanding of style, concepts of music, and their relationships.• Demonstrates clear knowledge of score conventions and competent skill in musical structure.
Basic 3-4 marks	<ul style="list-style-type: none">• Composes a work that basically represents the chosen topic with some understanding of style, concepts of music, and their relationships.• Demonstrates basic knowledge of score conventions and limited skill in musical structure.
Limited 0-2 marks	<ul style="list-style-type: none">• 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.

Aural - Marking Criteria

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

Performance Marking Criteria

ELECTIVE CHOICES ARE MARKED WITH ONE OF THE FOLLOWING:

Elective Performance - Marking Criteria

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

Elective Composition - Marking Criteria

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

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