

# Music marking guide and response

External assessment 2025

## Extended response (30 marks)

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

2. explain the use of music elements and concepts to communicate meaning in repertoire and music sources
4. analyse music to examine and consider the constituent parts and relationship between music elements, concepts and stylistic characteristics in repertoire and music sources
6. apply written literacy skills using music terminology relevant to genre/style, reference to the work, and language conventions, to communicate ideas and meaning relevant to the work
8. evaluate music to justify a viewpoint related to repertoire and music sources.

**Note:** Objectives 1, 3, 5, 7, 9 and 10 are not assessed in this instrument.

## Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

## Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

# Marking guide

## Criterion: Explaining and analysing music elements and concepts

The response, for the first key moment:	M	The response, for the second key moment:	M
<ul style="list-style-type: none"> <li>deconstructs music elements and concepts in detail, with accuracy</li> </ul>	7	<ul style="list-style-type: none"> <li>deconstructs music elements and concepts in detail, with accuracy</li> </ul>	7
<ul style="list-style-type: none"> <li>deconstructs music elements and concepts in detail, with one or more inaccuracies that do not affect the overall response</li> </ul>	6	<ul style="list-style-type: none"> <li>deconstructs music elements and concepts in detail, with one or more inaccuracies that do not affect the overall response</li> </ul>	6
<ul style="list-style-type: none"> <li>deconstructs music elements and concepts in some detail, with accuracy</li> </ul>	5	<ul style="list-style-type: none"> <li>deconstructs music elements and concepts in some detail, with accuracy</li> </ul>	5
<ul style="list-style-type: none"> <li>deconstructs music elements and concepts in some detail, with inaccuracies that do not affect the overall response</li> </ul>	4	<ul style="list-style-type: none"> <li>deconstructs music elements and concepts in some detail, with inaccuracies that do not affect the overall response</li> </ul>	4
<ul style="list-style-type: none"> <li>deconstructs music elements and concepts, leaving many aspects overlooked</li> </ul>	3	<ul style="list-style-type: none"> <li>deconstructs music elements and concepts, leaving many aspects overlooked</li> </ul>	3
<ul style="list-style-type: none"> <li>deconstructs music elements and concepts, leaving many aspects overlooked, and with inaccuracies that affect the overall response</li> </ul>	2	<ul style="list-style-type: none"> <li>deconstructs music elements and concepts, leaving many aspects overlooked, and with inaccuracies that affect the overall response</li> </ul>	2
<ul style="list-style-type: none"> <li>explains music elements and concepts in a way that may show misunderstanding of characteristics</li> </ul>	1	<ul style="list-style-type: none"> <li>explains music elements and concepts in a way that may show misunderstanding of characteristics</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Analysing relationships

The response, for the first key moment:	M	The response, for the second key moment:	M
<ul style="list-style-type: none"> <li>consistently makes connections between music elements and concepts for the purpose of finding meaning</li> </ul>	2	<ul style="list-style-type: none"> <li>consistently makes connections between music elements and concepts for the purpose of finding meaning</li> </ul>	2
<ul style="list-style-type: none"> <li>makes connections between music elements and concepts for the purpose of finding meaning</li> </ul>	1	<ul style="list-style-type: none"> <li>makes connections between music elements and concepts for the purpose of finding meaning</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Evaluating the use of music elements and concepts

The response, for the first key moment:	M	The response, for the second key moment:	M
<ul style="list-style-type: none"> <li>• makes insightful judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question</li> </ul>	3	<ul style="list-style-type: none"> <li>• makes insightful judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question</li> </ul>	3
<ul style="list-style-type: none"> <li>• makes reasonable judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question</li> </ul>	2	<ul style="list-style-type: none"> <li>• makes reasonable judgments about the purpose of music elements and concepts to communicate meaning in relation to the chosen question</li> </ul>	2
<ul style="list-style-type: none"> <li>• makes judgments about the purpose of music elements and concepts that may communicate meaning in relation to the chosen question</li> </ul>	1	<ul style="list-style-type: none"> <li>• makes judgments about the purpose of music elements and concepts that may communicate meaning in relation to the chosen question</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Justifying the use of music elements and concepts

The response:	M
<ul style="list-style-type: none"><li>• uses credible examples that support judgments</li><li>• uses bar numbers or time codes to reference examples</li></ul>	3
<ul style="list-style-type: none"><li>• uses relevant examples that support judgments</li><li>• uses bar numbers or time codes to reference examples</li></ul>	2
<ul style="list-style-type: none"><li>• identifies examples</li><li>• uses bar numbers or time codes to reference examples</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Applying written literacy skills

The response:	M
<ul style="list-style-type: none"><li>• communicates ideas and meaning in a sustained, organised and cohesive sequencing of information</li><li>• uses language conventions consistently and with clarity</li></ul>	3
<ul style="list-style-type: none"><li>• communicates ideas and meaning in a logical and structured manner</li><li>• uses language conventions appropriately and with clarity</li></ul>	2
<ul style="list-style-type: none"><li>• communicates ideas and meaning</li><li>• uses language conventions, allowing for some loss of clarity</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0



© State of Queensland (QCAA) 2025

Licence: <https://creativecommons.org/licenses/by/4.0> | Copyright notice: [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. | Attribution: © State of Queensland (QCAA) 2025