

Academic and Performance Standards

Student achievement is assessed in most units of study on a 0-100 marking scale, although some units, such as teaching practicum, are assessed in terms of having met/not met requirements. The problem that teachers face in giving grades—that is, how to balance objective achievement with individual progress—has to be addressed and reconciled by each faculty member and discipline. It is very important, however, that the clearest possible statements be made to students, ideally in a written syllabus at the beginning of a semester, about the basis for grades. Consistency and fairness are respected and appreciated by students. Even in areas in which a written syllabus is not always appropriate, such as performance study, chamber music, or ensemble, the basis on which the students are to be graded must be articulated to them very clearly in the unit of study outline (a university and Conservatorium requirement) handed to each student at the beginning of a unit of study.

A complete guide for students on academic writing and thinking, which includes referencing and other stylistic guides can be downloaded from the SCM website: <http://www.music.usyd.edu.au/staff/forms.shtml>

Assessment Grades and their Criteria

Academic Grade Descriptors	Performance Grade Descriptors
<p>High Distinction: (85-100) Work of exceptional standard. Demonstrates high level of initiative in research and reading; sophisticated critical analysis of evidence; high level engagement with theoretical issues, innovative use of reading/research material and impressive command of underlying debates and assumptions; properly documented and written with style, originality and precision.</p>	<p>High Distinction: (85-100) Work of exceptional standard. Comprehensive and outstanding technical control and musical integrity in relation to developmental expectations. Musical individuality consistently projected to create a persuasive personal representation of the work. Performance flair indicative of soloist standard. A mark of 95 or above indicates extraordinary technical virtuosity and musical artistry.</p>
<p>Distinction: (75-84) Work of superior standard. Demonstrates initiative in research and wide, appropriate reading; complex understanding of question and ability to critically review material, in relation to underlying assumptions and values; analyses material in relation to empirical and theoretical contexts; properly documented; clear, well-developed structure and argument with some signs of literary style.</p>	<p>Distinction: (75-84) <i>Work of superior standard.</i> Excellent technical, musical and stylistic achievement. Consistently coherent and expressive performance. Some personal interpretation of the work suggesting soloist potential.</p>
<p>Credit (65-74) Highly competent work demonstrating potential for higher study. Evidences broader understanding than</p>	<p>Credit: (65-74) <i>Highly competent work demonstrating potential for higher study.</i> Confident technique with evidence of</p>

pass level; offers synthesis together with some critical evaluation of material; coherent argument using range of relevant evidence; some evidence of independent thought, good referencing. A high credit (70-74) shows some ability to problematise and think conceptually.	solid musicality and some stylistic achievement. Occasional lapses indicative of unresolved technical, artistic and/or stylistic issues. Projects potential for further development.
Pass: (50-64) Work of acceptable standard. Written work meets basic requirements in terms of reading/research; relevant material but tendency to descriptive summary rather than critical argument; makes a reasonable attempt to avoid paraphrasing; reasonably coherent structure; often has weaknesses in particular areas, especially in terms of narrow or underdeveloped treatment of question; acceptable documentation.	Pass: (50-64) Work of acceptable standard. Satisfactory level of preparation and musical engagement. Some inconsistencies in musicianship, style and/or technique. Musical imagination and overall performance sense developing though some insecurity in this area.
Fail: (below 50%) Work not of acceptable standard. Work may fail for any or all of the following reasons: Unacceptable paraphrasing; irrelevance of content; poor spelling; poor presentation; grammar or structure so sloppy it cannot be understood; failure to demonstrate understanding of content; insufficient word length; absence of referencing; late submission without explanation.	Fail: (Below 50%) Work not of acceptable standard. Unsatisfactory technical achievement and/or unsatisfactory level of musical and artistic engagement. Limitations may be of such a scale and consistency as to call into question the student's future direction in the programme.

Students who fail to maintain a certain AAM (annual average mark) are placed on a "students at risk" program. After a second semester of unsatisfactory AAM, the student is placed on stricter stages "at risk" which carries with it more stringent requirements. Students who are placed on "at risk" categories are not eligible for financial aid through the Sydney Conservatorium of Music.

An Officer in the Student Administration office is available to students who have a grievance concerning a faculty member, course, grade, etc. Staff and students should familiarize themselves with the Appeal process, which is listed in the Conservatorium Rules in the faculty Handbook.

University Policy

Further University policies relating to Teaching and Learning can be accessed through the following site:

http://fmweb01.ucc.usyd.edu.au/FMPro?-db=POL_Main.fp5&-format=/pol/pol_search.html&-lay=www&-view

These can include university policies in relation to:

- Assessment, assignments, examinations & progression
- Copyright and intellectual property
- Equity and diversity
- Quality assurance
- Student attributes and support