



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2025**

**Marking Scheme**

**Music**

**Higher Level**

## **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

## **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

## SECTION A – MELODY COMPOSITION (40 marks)

Q	Descriptors	Mark
1	<ul style="list-style-type: none"> <li>Melody and rhythm have excellent style and imagination</li> <li>Excellent sense of shape and structure</li> <li>Excellent development of opening ideas</li> <li>Excellent sense of direction and climax</li> <li>Successful modulation</li> </ul> <i>Appropriate performing directions (phrasing and dynamics) inserted</i> <i>Suitable instrument chosen.</i>	38 – 40 36 – 37 34 – 35
	<ul style="list-style-type: none"> <li>Very good sense of melodic and rhythmic interest</li> <li>Very good sense of shape and structure</li> <li>Very good development of opening ideas</li> <li>Very good sense of direction and climax</li> <li>Successful modulation</li> </ul> <i>Appropriate performing directions (phrasing and dynamics) inserted</i> <i>Suitable instrument chosen.</i>	32 – 33 30 – 31 28 – 29
	<ul style="list-style-type: none"> <li>Good sense of melodic and rhythmic interest</li> <li>Good sense of shape and structure</li> <li>Good development of opening ideas</li> <li>Good sense of direction and climax</li> <li>An unconfirmed modulation</li> </ul> <i>Appropriate performing directions (phrasing and dynamics) inserted</i> <i>Suitable instrument chosen.</i>	26 – 27 24 – 25 22 – 23
	<ul style="list-style-type: none"> <li>Fair sense of melodic and rhythmic interest</li> <li>Fair sense of shape and structure</li> <li>Fair development of opening ideas</li> <li>Fair sense of direction and climax</li> <li>An unsuccessful modulation</li> </ul> <i>Appropriate performing directions (phrasing and dynamics) inserted</i> <i>Suitable instrument chosen.</i>	20 – 21 18 – 19 16 – 17
	<ul style="list-style-type: none"> <li>Poor melodic and rhythmic interest</li> <li>Poor sense of shape and structure</li> <li>Poor development of opening ideas</li> <li>Poor sense of direction</li> <li>No attempt at modulation</li> </ul> <i>Inappropriate performing directions (phrasing and dynamics) inserted</i> <i>Unsuitable instrument chosen.</i>	14 – 15 12 – 13 10 – 11
	<ul style="list-style-type: none"> <li>Very poor melodic and rhythmic interest</li> <li>Very poor sense of shape and structure</li> <li>Very poor development of opening ideas</li> <li>Very poor sense of direction</li> <li>No attempt at modulation</li> </ul> <i>No performing directions (phrasing and dynamics) inserted</i> <i>No instrument chosen.</i>	8 – 9 6 – 7 4 – 5
	<ul style="list-style-type: none"> <li>Very little or no attempt</li> </ul>	2 – 3 1 0

Q	Descriptors	Mark
2	<ul style="list-style-type: none"> <li>Excellent “marriage” of words and music</li> <li>Excellent style and imagination</li> <li>Excellent sense of shape and structure</li> <li>Excellent sense of direction and climax</li> </ul> <i>Appropriate performing directions (phrasing and dynamics) inserted</i>	38 – 40 36 – 37 34 – 35
	<ul style="list-style-type: none"> <li>Very good “marriage” of words and music</li> <li>Very good sense of melodic and rhythmic interest</li> <li>Very good sense of shape and structure</li> <li>Very good sense of direction and climax</li> </ul> <i>Appropriate performing directions (phrasing and dynamics) inserted</i>	32 – 33 30 – 31 28 – 29
	<ul style="list-style-type: none"> <li>Good “marriage” of words and music</li> <li>Good sense of melodic and rhythmic interest</li> <li>Good sense of shape and structure</li> <li>Good sense of direction and climax</li> </ul> <i>Appropriate performing directions (phrasing and dynamics) inserted</i>	26 – 27 24 – 25 22 – 23
	<ul style="list-style-type: none"> <li>Fair “marriage” of words and music</li> <li>Fair sense of melodic and rhythmic interest</li> <li>Fair sense of shape and structure</li> <li>Fair sense of direction and climax</li> </ul> <i>Appropriate performing directions (phrasing and dynamics) inserted</i>	20 – 21 18 – 19 16 – 17
	<ul style="list-style-type: none"> <li>Poor “marriage” of words and music</li> <li>Poor melodic interest</li> <li>Poor sense of shape and structure</li> <li>Poor sense of direction</li> </ul> <i>Inappropriate performing directions (phrasing and dynamics) inserted</i>	14 – 15 12 – 13 10 – 11
	<ul style="list-style-type: none"> <li>Very poor “marriage” of words and music</li> <li>Very poor melodic interest</li> <li>Very poor sense of shape and structure</li> <li>Very poor sense of direction</li> </ul> <i>No performing directions (phrasing and dynamics) inserted</i>	8 – 9 6 – 7 4 – 5
	<ul style="list-style-type: none"> <li>Very little or no attempt</li> </ul>	2 – 3 1 0
	No text inserted	0

Q	Descriptors	Mark
3	<ul style="list-style-type: none"> <li>Rhythmic integrity of dance excellently maintained</li> <li>Melody and rhythm have excellent style and imagination</li> <li>Excellent sense of shape and structure</li> <li>Excellent development of opening ideas</li> <li>Excellent sense of direction and climax</li> <li>Excellent adherence to given form</li> </ul> <p><i>Appropriate performing directions (phrasing and dynamics) inserted</i> <i>Suitable instrument chosen.</i></p>	38 – 40 36 – 37 34 – 35
	<ul style="list-style-type: none"> <li>Rhythmic integrity of dance very well maintained</li> <li>Very good sense of melodic and rhythmic interest</li> <li>Very good sense of shape and structure</li> <li>Very good development of opening ideas</li> <li>Very good sense of direction and climax</li> <li>Very good adherence to given form</li> </ul> <p><i>Appropriate performing directions (phrasing and dynamics) inserted</i> <i>Suitable instrument chosen.</i></p>	32 – 33 30 – 31 28 – 29
	<ul style="list-style-type: none"> <li>Good attempt at maintaining dance rhythm</li> <li>Good sense of melodic and rhythmic interest</li> <li>Good sense of shape and structure</li> <li>Good development of opening ideas</li> <li>Good sense of direction and climax</li> <li>Good adherence to given form</li> </ul> <p><i>Appropriate performing directions (phrasing and dynamics) inserted</i> <i>Suitable instrument chosen.</i></p>	26 – 27 24 – 25 22 – 23
	<ul style="list-style-type: none"> <li>Fair attempt at maintaining dance rhythm</li> <li>Fair sense of melodic and rhythmic interest</li> <li>Fair sense of shape and structure</li> <li>Fair development of opening ideas</li> <li>Fair sense of direction and climax</li> <li>Fair adherence to given form</li> </ul> <p><i>Appropriate performing directions (phrasing and dynamics) inserted</i> <i>Suitable instrument chosen.</i></p>	20 – 21 18 – 19 16 – 17
	<ul style="list-style-type: none"> <li>Poor awareness of dance rhythm</li> <li>Poor melodic and rhythmic interest</li> <li>Poor sense of shape and structure</li> <li>Poor development of opening ideas</li> <li>Poor sense of direction</li> <li>Poor adherence to given form</li> </ul> <p><i>Inappropriate performing directions (phrasing and dynamics) inserted</i> <i>Unsuitable instrument chosen</i></p>	14 – 15 12 – 13 10 – 11
	<ul style="list-style-type: none"> <li>Very poor awareness of dance rhythm</li> <li>Very poor melodic and rhythmic interest.</li> <li>Very poor sense of shape and structure</li> <li>Very poor development of opening ideas</li> <li>Very poor sense of direction</li> <li>Very poor adherence to given form</li> </ul> <p><i>No performing directions (phrasing and dynamics) inserted</i> <i>No instrument chosen</i></p>	8 – 9 6 – 7 4 – 5
	<ul style="list-style-type: none"> <li>Very little or no attempt</li> </ul>	2 – 3 1 0

## SECTION B – HARMONY (60 marks)

Q		Descriptors	Mark										
4	Melody	<ul style="list-style-type: none"><li>Excellent style and imagination</li><li>Excellent awareness of key and underlying harmonic structure</li><li>Excellent development of opening ideas</li><li>Excellent sense of direction and climax</li></ul>	38 – 40	40									
		<ul style="list-style-type: none"><li>Very good style and imagination</li><li>Very good awareness of key and underlying harmonic structure</li><li>Very good development of opening ideas</li><li>Very good sense of direction and climax</li></ul>	36 – 37 34 – 35										
		<ul style="list-style-type: none"><li>Very good style and imagination</li><li>Very good awareness of key and underlying harmonic structure</li><li>Very good development of opening ideas</li><li>Very good sense of direction and climax</li></ul>	32 – 33 30 – 31 28 – 29										
		<ul style="list-style-type: none"><li>Good style and imagination</li><li>Good awareness of key and underlying harmonic structure</li><li>Good development of opening ideas</li><li>Good sense of direction and climax</li></ul>	26 – 27 24 – 25 22 – 23										
		<ul style="list-style-type: none"><li>Fair style and imagination</li><li>Fair awareness of key and underlying harmonic structure</li><li>Fair development of opening ideas</li><li>Fair sense of direction and climax</li></ul>	20 – 21 18 – 19 16 – 17										
		<ul style="list-style-type: none"><li>Poor style and imagination</li><li>Poor awareness of key and underlying harmonic structure</li><li>Poor development of opening ideas</li><li>Poor sense of direction and climax</li></ul>	14 – 15 12 – 13 10 – 11										
		<ul style="list-style-type: none"><li>Very poor style and imagination</li><li>Very poor awareness of key and underlying harmonic structure</li><li>Very poor development of opening ideas</li><li>Very poor sense of direction and climax</li></ul>	8 – 9 6 – 7 4 - 5										
		Very little or no attempt	2 – 3 1 0										
	Bass	0.5 mark per correct bass note under each chord symbol (0.5 X 20) <ul style="list-style-type: none"><li>Bass note must be in the rhythmically correct position in the bar</li><li>Where no rhythm is inserted, i.e. noteheads only, only the first bass note in each bar is deemed to be in the correct position under the chord symbol</li></ul>	10	20									
		Quality of bass line, including sense of musicality, awareness of style and technical knowledge <table><tr><th colspan="2">Quality of Bass Line</th></tr><tr><td><ul style="list-style-type: none"><li>Excellent bass line</li><li>Excellent awareness of style</li></ul></td><td>8 – 10</td></tr><tr><td><ul style="list-style-type: none"><li>Very good bass line</li><li>Very good awareness of style</li></ul></td><td>6 – 7</td></tr><tr><td><ul style="list-style-type: none"><li>Good bass line</li><li>Good awareness of style</li></ul></td><td>4 - 5</td></tr><tr><td><ul style="list-style-type: none"><li>Fair bass line</li><li>Fair awareness of style</li></ul></td><td>2 - 3</td></tr><tr><td><ul style="list-style-type: none"><li>Poor bass line</li><li>Poor awareness of style</li></ul></td><td>0 - 1</td></tr></table>	Quality of Bass Line		<ul style="list-style-type: none"><li>Excellent bass line</li><li>Excellent awareness of style</li></ul>	8 – 10	<ul style="list-style-type: none"><li>Very good bass line</li><li>Very good awareness of style</li></ul>	6 – 7	<ul style="list-style-type: none"><li>Good bass line</li><li>Good awareness of style</li></ul>	4 - 5	<ul style="list-style-type: none"><li>Fair bass line</li><li>Fair awareness of style</li></ul>	2 - 3	<ul style="list-style-type: none"><li>Poor bass line</li><li>Poor awareness of style</li></ul>
Quality of Bass Line													
<ul style="list-style-type: none"><li>Excellent bass line</li><li>Excellent awareness of style</li></ul>	8 – 10												
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<ul style="list-style-type: none"><li>Fair bass line</li><li>Fair awareness of style</li></ul>	2 - 3												
<ul style="list-style-type: none"><li>Poor bass line</li><li>Poor awareness of style</li></ul>	0 - 1												

Q		Descriptors	Mark													
5	Chords	<ul style="list-style-type: none"><li>1 mark for each chord that is part of a good progression in all chord boxes</li></ul>	22	36												
		Quality of musical progressions in the style of the given opening	14													
		<table><tr><th colspan="2">Quality of Chord Progressions</th></tr><tr><td>Excellent chord progressions</td><td>12 – 14</td></tr><tr><td>Very good chord progressions</td><td>9 – 11</td></tr><tr><td>Good chord progressions</td><td>6 – 8</td></tr><tr><td>Fair chord progressions</td><td>3 – 5</td></tr><tr><td>Poor chord progressions</td><td>0 – 2</td></tr></table>			Quality of Chord Progressions		Excellent chord progressions	12 – 14	Very good chord progressions	9 – 11	Good chord progressions	6 – 8	Fair chord progressions	3 – 5	Poor chord progressions	0 – 2
		Quality of Chord Progressions														
		Excellent chord progressions			12 – 14											
		Very good chord progressions			9 – 11											
		Good chord progressions			6 – 8											
	Fair chord progressions	3 – 5														
	Poor chord progressions	0 – 2														
	Bass	0.5 mark per correct bass note under each correct chord symbol (0.5 x 22 ) <ul style="list-style-type: none"><li>Bass note must be in the rhythmically correct position in the bar</li><li>Where no rhythm is inserted, i.e. noteheads only, only the first bass note in each bar is deemed to be in the correct position under the chord symbol</li><li>Where a chord has been marked as incorrect, the bass note is marked incorrect also</li></ul>	11	24												
Quality of bass line, including sense of musicality, awareness of style and technical knowledge		13														
<table><tr><th colspan="2">Quality of Bass Line</th></tr><tr><td><ul style="list-style-type: none"><li>Excellent bass line</li><li>Excellent awareness of style</li></ul></td><td>12 – 13</td></tr><tr><td><ul style="list-style-type: none"><li>Very good bass line</li><li>Very good awareness of style</li></ul></td><td>9 – 11</td></tr><tr><td><ul style="list-style-type: none"><li>Good bass line</li><li>Good awareness of style</li></ul></td><td>6 – 8</td></tr><tr><td><ul style="list-style-type: none"><li>Fair bass line</li><li>Fair awareness of style</li></ul></td><td>3 – 5</td></tr><tr><td><ul style="list-style-type: none"><li>Poor bass line</li><li>Poor awareness of style</li></ul></td><td>0 – 2</td></tr></table>			Quality of Bass Line		<ul style="list-style-type: none"><li>Excellent bass line</li><li>Excellent awareness of style</li></ul>	12 – 13	<ul style="list-style-type: none"><li>Very good bass line</li><li>Very good awareness of style</li></ul>	9 – 11	<ul style="list-style-type: none"><li>Good bass line</li><li>Good awareness of style</li></ul>	6 – 8	<ul style="list-style-type: none"><li>Fair bass line</li><li>Fair awareness of style</li></ul>	3 – 5	<ul style="list-style-type: none"><li>Poor bass line</li><li>Poor awareness of style</li></ul>	0 – 2		
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<ul style="list-style-type: none"><li>Poor bass line</li><li>Poor awareness of style</li></ul>	0 – 2															

**Chords:** marks are awarded in the first instance for correct and acceptable chords. This is in the context of (i) the chord fitting the melody line at that point (i.e. until the next change of chord indicated by a box) (ii) the preceding chord and (iii) the following chord.

**Chord quality:** Marks are awarded here for the musical quality of the overall progressions chosen. While the candidate may have chosen chords that “worked” at any point, there may have been better choices. If that is the case, this will be reflected in the chord quality mark.

#### Chord Progressions - General points

Same chord in adjacent boxes not accepted unless bass changed or 7<sup>th</sup> added

Accidental and suffix, where relevant must be fully correct for mark to be awarded

**Marks for chords are not awarded in isolation. Chords must be part of a good progression.**

- V<sup>7</sup> - V not accepted
- Vb or V<sup>7</sup>b should generally be followed by I
- V – ii generally not accepted
- ii – I generally not accepted except as approach to Ic in cadential 6/4
- Cadential 6/4 must be on the stronger of the two beats and at a cadence point
- Secondary 7ths, if used, must be used correctly i.e. they must be followed by a chord whose root is a 4<sup>th</sup> higher

#### Bass Line

No doubling of major 3<sup>rd</sup> under chord symbol

Q		Descriptors	Mark	
6	Chords	1 mark for each chord that fits melody and is part of a good chord progression ( 1 x 20 )	20	20
	Descant	<ul style="list-style-type: none"> <li>Excellent descant line that fits with the melody and correct harmonic framework</li> <li>Excellent adherence to two-part style of given opening</li> </ul>	38 – 40 36 – 37 34 – 35	40
		<ul style="list-style-type: none"> <li>Very good descant line that fits with the melody and correct harmonic framework</li> <li>Very good adherence to two-part style of given opening</li> </ul>	32 – 33 30 – 31 28 – 29	
		<ul style="list-style-type: none"> <li>Good descant line that fits with the melody and correct harmonic framework</li> <li>Good adherence to two-part style of given opening</li> </ul>	26 – 27 24 – 25 22 – 23	
		<ul style="list-style-type: none"> <li>Fair descant line that fits with the melody and correct harmonic framework</li> <li>Fair adherence to two-part style of given opening</li> </ul>	20 – 21 18 – 19 16 – 17	
		<ul style="list-style-type: none"> <li>Poor descant line that fits with the melody and correct harmonic framework</li> <li>Poor adherence to two-part style of given opening</li> </ul>	14 – 15 12 – 13 10 – 11	
		<ul style="list-style-type: none"> <li>Very poor descant line that fits with the melody and correct harmonic framework</li> <li>Very poor adherence to two-part style of given opening</li> </ul>	8 – 9 6 – 7 4 – 5	
		<ul style="list-style-type: none"> <li>Very little or no attempt</li> </ul>	2 – 3 1 0	





	Descriptors	Mark	Total
	<ul style="list-style-type: none"> <li>• An excellent degree of creativity and originality</li> <li>• Excellent grasp of the principles of composition / orchestration / arranging.</li> <li>• Appropriately notated</li> <li>• Written description included</li> </ul>	85 – 100	<b>100</b>
	<ul style="list-style-type: none"> <li>• Very good degree of creativity and originality</li> <li>• Very good grasp of the principles of composition /orchestration / arranging</li> <li>• Appropriately notated</li> <li>• Written description included</li> </ul>	70 – 84	
	<ul style="list-style-type: none"> <li>• Good degree of creativity and originality</li> <li>• Good grasp of the principles of composition / orchestration / arranging</li> <li>• Appropriately notated</li> <li>• Written description included</li> </ul>	55 – 69	
	<ul style="list-style-type: none"> <li>• Fair degree of creativity and originality</li> <li>• Fair grasp of the principles of composition / orchestration / arranging</li> <li>• Appropriately notated</li> <li>• Written description included</li> </ul>	40 – 54	
	<ul style="list-style-type: none"> <li>• Poor degree of creativity and originality</li> <li>• Poor grasp of the principles of composition / orchestration / arranging</li> <li>• Inadequate notation</li> <li>• Written description included</li> </ul>	25 – 39	
	<ul style="list-style-type: none"> <li>• Very poor degree of creativity and originality</li> <li>• Very poor grasp of the principles of composition / orchestration / arranging</li> <li>• Inadequate notation</li> <li>• Written description included</li> </ul>	10 – 24	
	<ul style="list-style-type: none"> <li>• Very little or no attempt</li> </ul>	0 – 9	





### General Notes to Examiners

1. Mark the overall quality of statements/descriptions.

**NB Full marks can only be awarded for statements/descriptions that are fully correct.**


2. Where there is a choice of question to answer (Q5B), if a candidate answers more than one question, mark all answers and award the marks for the best answer.
3. In questions where the candidate is asked to identify/name/choose a specific number of features/instruments, each extra incorrect answer cancels a correct one.
4. Annotations:

Symbol	Name	Use
✓	Tick	Correct
✓ <sup>1</sup>	Tick 1	Correct. Give 1 mark
✓ <sup>½</sup>	Tick ½	Correct. Give ½ mark
X	Cross	Incorrect
^	Caret	More information required/missing element
	Horizontal Wavy Line	Inaccurate information/Error
	Vertical Wavy line	No work on this page/portion of this page

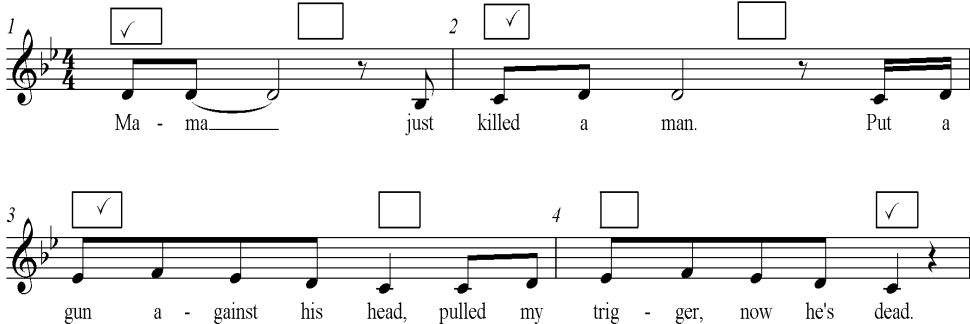
#### N.B.

- A mix of annotations may be used in a question part.
- Examiners receive training in the correct use of annotations at conference.

Question 1 – 25 marks						
Five excerpts from <i>Romeo and Juliet Fantasy Overture</i> by Tchaikovsky						
Excerpt 1 (bars 38 – 51)						
(a)	Friar Lawrence Theme / Introductory Theme / Ecclesiastical Theme	1				
(b)	Introduction	2				
(c)	Flute / Oboe	2				
(d)	An imperfect cadence	2				
Excerpt 1 (bars 38 – 51) and Excerpt 2 (bars 78 – 96).						
(e)	Up to 2m for each of two valid differences between the music in excerpt 1 and the music in excerpt 2 Answers must refer to both excerpts and the same point of difference for full marks.  For example:					
	Difference	<table><tr><th>Excerpt 1</th><th>Excerpt 2</th></tr><tr><td>Flute and oboe playing theme Slower Pizzicato strings  Theme No timpani Dynamics <i>p</i> and <i>mf</i> / Softer Different keys (F minor) No change of tempo  No antiphonal dialogue</td><td>Woodwind playing theme Faster No pizzicato strings/ Arco strings / tremolo strings Different version of theme Timpani Dynamics <i>f</i> and <i>ff</i> / Louder Different keys (E minor) Gets faster / slower at end / changes tempo Antiphonal dialogue</td></tr></table>	Excerpt 1	Excerpt 2	Flute and oboe playing theme Slower Pizzicato strings  Theme No timpani Dynamics <i>p</i> and <i>mf</i> / Softer Different keys (F minor) No change of tempo  No antiphonal dialogue	Woodwind playing theme Faster No pizzicato strings/ Arco strings / tremolo strings Different version of theme Timpani Dynamics <i>f</i> and <i>ff</i> / Louder Different keys (E minor) Gets faster / slower at end / changes tempo Antiphonal dialogue
	Excerpt 1	Excerpt 2				
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Any valid difference Partially correct difference = 1m						
Excerpt 3 (bars 112 – 122).						
(f)	Up to 2m each for identification of each of three features of the music in Excerpt 3  For example: Minor tonality; dynamics <i>f</i> / loud; repeated notes; repetition; syncopation; (semiquaver) scalar movement / scales; semitone / chromatic motif; sequences; dotted rhythm; descending chromatic line/scale; antiphonal dialogue  Any valid answer  Partially correct answer = 1m	2 + 2 + 2				

Excerpt 4 (bars 389 – 396)		
(g)	<div></div> <p>Pitch 1 X 4. Mark the first four notes from left to right.</p> <p>If the pitch is incorrect but the note moves in the correct direction from the preceding note allow 0.5</p>	4
Excerpt 5 (bars 419 – 436)		
(h)	<p>Up to 4m for a correct description of the texture of the music heard in the excerpt.</p> <p>Partially correct answer = 1m/2m/3m</p>	4

Question 2 – 10 marks		
Two excerpts from <i>Piano Quartet No. 1</i> by Gerald Barry		
Excerpt 1 (bars 53 – 62).		
(a)	Violin	1
(b)	Viola	1
(c)	Correct time signature at X = $\frac{2}{4}$	1
	Allow 4/8	1
	Correct time signature at Y = 5/8	
(d)	Two different pitches a 5 <sup>th</sup> apart	2
Excerpt 2 (bars 403 – 415).		
(e)	(i) 1m for correct identification of the compositional technique, canon, used in the excerpt	1
	(ii) Up to 3m for a description of the correct compositional technique identified with reference to the music in the excerpt	3
	Partially correct description = 1m/2m	

Question 3 – 10 marks		
Two excerpts from <i>Bohemian Rhapsody</i> by Freddie Mercury.		
Excerpt 1 verse 1 (bars 15 – 20).		
(a)	1m for each chord change correctly identified in bars 2, 3 and 4	1 + 1 + 1
		
Excerpt 2 (bars 63 – 95).		
(b)	1m each for identification of each of two features of the vocal music in lines 1 – 5 of the excerpt  <b>For example:</b> Falsetto; repeated notes; dialogue; voices 5 <sup>th</sup> apart; overlapping; a capella; chromatic; block chords; syllabic; descending chords; harmony  Any valid answer	1 + 1
(c)	1m for correct identification of a recording technique used in the excerpt  <b>For example, recording technique:</b> Multitracking; overdubbing; panning; reverb	1
	Up to 2m for a description of the recording technique identified with reference to the music in the excerpt  Partially correct description = 1m	2
(d)	Up to 2m for describing how the words ‘for me’ are emphasized in the music towards the end of the excerpt.  Partially correct description = 1m	2

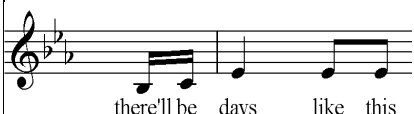


Question 4 – 10 marks										
Two excerpts <i>Cantata Jesu, der du meine Seele</i> by J. S. Bach. Movement 1, Chorus.										
Excerpt 1 (bars 1 – 9).										
(a)	Minor/G minor	1								
(b)	Up to 2m for a correct identification of a feature of the music played by the continuo in the excerpt  <b>For example:</b> 8ve leap; figured bass; the ground bass / chaconne / ostinato theme; a descending chromatic pattern; theme is repeated with a slight change in the ending; perfect cadence; repeated notes; stepwise/scalic movement  Any valid answer  Partially correct answer = 1m	2								
(c)	Up to 2m for a description of a feature of Baroque music as heard in the excerpt  Partially correct answer = 1m	2								
Excerpt 2 (bars 129 - 144).										
(d)	0.5 each time a voice is identified correctly in the order in which they are heard to enter in the excerpt. <table border="1"><tr><td>1</td><td>Tenor</td></tr><tr><td>2</td><td>Alto</td></tr><tr><td>3</td><td>Bass</td></tr><tr><td>4</td><td>Soprano</td></tr></table>  0.5 X 4	1	Tenor	2	Alto	3	Bass	4	Soprano	2
1	Tenor									
2	Alto									
3	Bass									
4	Soprano									
(e)	Up to 3m for a description of Tierce de Picardie with reference to the music in the excerpt  <b>For example:</b> Tierce de Picardie occurs when a piece in the minor key ends on a major tonic chord. This piece is in G Minor and ends in G major.  Partially correct answer = 1m/2m	3								

Question 5 – 25 marks				
Excerpt 1 <i>The Nursemaid</i> Lillis O’ Laoire				
(a)	Sean-nós			1
(b)	1m for each of two features of sean-nós singing heard in the excerpt  <b>For example:</b> Ornamentation; free rhythm; unaccompanied			1 + 1
(c)	AABA			2
Excerpt 2 <i>The Humours of Whiskey</i> The Chieftains 2				
(d)				1 + 1 + 2
	<b>Dance</b>	Slip Jig	<b>9 8</b>	
	Any correct bar of slip jig rhythm			
(e)	Any 2 correct instruments  Tin whistle; flute; fiddle			1 + 1
Excerpt 3 <i>Reel Roots</i> Heartbeat of Home				
(f)	Up to 4 marks for correct reference to the fusion in the excerpt  Partially correct answer = 1m/2m/3m			4

<b>5B</b>	<b>Up to 10 marks for quality of answers and knowledge of topic chosen.</b>		<b>10</b>
	Excellent awareness and detailed knowledge of musical features of topic	10	
	Very good knowledge of musical features of chosen topic	8-9	
	Good knowledge of topic, but lacking in detail	6-7	
	Some general points on topic, but lacking sufficient detail	4-5	
	Generally inadequate response to chosen topic.	2-3	
	Little response to chosen topic in evidence.	1	
	No response to chosen topic in evidence.	0	

Question 6 – 20 marks		
Excerpt 1 <i>Cherry Wine</i> Hozier (bars 1 - 42).		
(a)	3	2
(b)	Up to 3m for the quality of the description of the accompaniment in the excerpt.  Any valid answer  Partially correct answer = 1m/2m	3
Excerpt 2 <i>Linger</i> The Best of the Cranberries, (bars 24 - 32).		
(c)	Up to 3 marks for the quality of the description of the texture of the music in the excerpt.  A correct identification of the texture without a description = 1  Partially correct answer = 1m/2m	3

Excerpt 3 <i>Days Like This</i> Dermot Kennedy (Bars 3 – 11).				
(d)		2		
(e)	E♭ major	1		
Excerpt 4 - <i>Heaven</i> Cian Ducrot Live with Choir and Strings (Bars 1 – 11)				
(f)	4 bars	1		
(g)	<p>Up to 2m each for any two features of the vocal music in the excerpt.</p> <p><b>For example:</b> Quaver and semiquaver movement; syncopation; repetition/same phrase each time; repeated notes; wide range; moving by step and leap; dotted rhythm; melisma</p> <p>Partially correct answer = 1m</p>	2 + 2		
Excerpt 4 and Excerpt 5 - <i>Heaven</i> Cian Ducrot Live with Choir and Strings (Bars 18 – 30)				
(h)	<p>Up to 2m for each of two valid differences between the music in excerpt 4 and the music in excerpt 5</p> <p>Answers must refer to both excerpts and the same point of difference for full marks.</p> <p><b>For example:</b></p>		2 + 2	
	Difference	<b>Excerpt 4</b>		<b>Excerpt 5</b>
		Introduction No choir Softer No vocal harmony No postlude Lower register		No introduction Choir Louder Vocal harmony (Choir) postlude Higher register
		Any valid answer Partially correct answer = 1m		



Element		Descriptors	Mark	Tot.
Paper	1	Name of topic	-	100
	2-4	<ul style="list-style-type: none"> <li>Excellent awareness and detailed knowledge of musical features of topic.</li> <li>Excellent reference to all ten musical excerpts on the accompanying audio recording which illustrate the feature(s) discussed.</li> <li>Excellent research evident, with excellent personal response. <i>Excellent sources and reference to pieces of music/composer/performer.</i></li> </ul>	85 - 100	
		<ul style="list-style-type: none"> <li>Very good awareness and detailed knowledge of musical features of topic.</li> <li>Very good reference to all ten musical excerpts on the accompanying audio recording which illustrate the feature(s) discussed.</li> <li>Very well researched, with very good personal response. <i>Very good sources and reference to pieces of music/composer/performer.</i></li> </ul>	70 - 84	
		<ul style="list-style-type: none"> <li>Good knowledge of musical features of chosen topic, but lacking in detail.</li> <li>Good reference to all/some of the musical excerpts on the accompanying audio recording which broadly illustrate the feature(s) discussed.</li> <li>Good research in evidence with good personal response. <i>Good sources and good reference to pieces of music/composer/performer.</i></li> </ul>	55 - 69	
		<ul style="list-style-type: none"> <li>Some general points on topic, but lacking in detail.</li> <li>Choice of topic too broad to allow for appropriate detailed and personal response.</li> <li>Some reference to all/some of the musical features of topic and to musical recordings.</li> <li>Recorded excerpts do not illustrate / relate to the features in the essay. <i>General sources used, but lacking specific focus. Some reference to pieces of music/composer/performer.</i></li> </ul>	40 - 54	
		<ul style="list-style-type: none"> <li>Generally inadequate response to chosen topic.</li> <li>Little or no evidence of research or personal response.</li> <li>Little or no reference to musical features of topic</li> <li>Little or no reference to musical recordings. <i>Inadequate sources listed and inadequate reference to pieces of music/composer/performer.</i></li> </ul>	25 - 39	
		Very little response to chosen topic in evidence.	10 - 24	
		No response to chosen topic in evidence.	0 - 9	





Marking Schemes  
and  
Assessment Criteria

# Higher Level Marking Schemes

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm  <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material  <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	• Excellent pitch and/or rhythmic accuracy	• Excellent pitch and/or rhythmic accuracy	• Excellent development of given material
	18-19	• Excellent choice and control of tempo	• Excellent choice and control of tempo	• Excellent choice and control of tempo
	17	• Excellent overall musical sense	• Excellent overall musical sense	• Excellent overall musical sense
	16	• Very good pitch and/or rhythmic accuracy	• Very good pitch and/or rhythmic accuracy	• Very good development of given material
	15	• Very good choice and control of tempo	• Very good choice and control of tempo	• Very good choice and control of tempo
	14	• Very good overall musical sense	• Very good overall musical sense	• Very good overall musical sense
	13	• Good pitch and/or rhythmic accuracy	• Good pitch and/or rhythmic accuracy	• Good development of given material
	12	• Good choice and control of tempo	• Good choice and control of tempo	• Good choice and control of tempo
	11	• Good overall musical sense	• Good overall musical sense	• Good overall musical sense
	10	• Fair pitch and/or rhythmic accuracy	• Fair pitch and/or rhythmic accuracy	• Fair development of given material
	9	• Fair choice and control of tempo	• Fair choice and control of tempo	• Fair choice and control of tempo
	8	• Fair overall musical sense	• Fair overall musical sense	• Fair overall musical sense
	6-7	• Poor pitch and/or rhythmic accuracy	• Poor pitch and/or rhythmic accuracy	• Poor development of given material
	3-5	• Poor choice and control of tempo	• Poor choice and control of tempo	• Poor choice and control of tempo
	0-2	• Poor overall musical sense	• Poor overall musical sense	• Poor overall musical sense

## ASSESSMENT CRITERIA FOR PERFORMING - SOLO OR GROUP PERFORMANCE

Control of the Performing Medium	Chosen Music & Standard of Performance	Group
1. <b>Pitch</b> - accuracy and consistency  2. <b>Rhythm</b> – accuracy and consistency  3. <b>Appropriate manual/technical dexterity.</b> • Intonation • Control of sound production • Technical security  4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> • Phrasing, breathing, expression <b>as appropriate to style</b> • Dynamic requirements <b>as appropriate to style</b> • Articulation / Enunciation • Intonation <b>2. Interpretation:</b> Sense and understanding of style, e.g.: • Popular style - feel for words & rhythm • Traditional style - lilting rhythm • Classical style - tone, phrasing, expression <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)	1. Do they make a <b>noticeable</b> contribution to the overall sound (including balance)  2. Do they contribute <b>musically</b> to the interpretation as appropriate to the genre?  3. Can the candidate hold their line?  4. Do they relate <b>musically (not visually)</b> with the other members of the group?

## Higher Level (one activity) – Solo or Group Performance (100 marks)

Three songs/pieces + one unprepared test

<b>H1</b>
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I Control of the Medium (20)		II Chosen Music and Standard of Performance (60)		
Mark	Description	Mark	Solo performing	Group performing
20 18-19 17	<ul style="list-style-type: none"> <li>• Excellent pitch</li> <li>• Excellent rhythm</li> <li>• Excellent appropriate manual/technical dexterity</li> <li>• Excellent appropriate tone quality</li> </ul>	58-60 54-57 51-53	<ul style="list-style-type: none"> <li>• Excellent musical performance</li> <li>• Excellent interpretation</li> <li>• Completely confident performance</li> <li>• Excellent musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent input to musical balance of group</li> <li>• Excellent contribution to the group interpretation</li> <li>• Excellent and completely confident at holding line</li> <li>• Excellent musical interaction and awareness</li> </ul>
16 15 14	<ul style="list-style-type: none"> <li>• Very good pitch</li> <li>• Very good rhythm</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate tone quality</li> </ul>	48-50 45-47 42-44	<ul style="list-style-type: none"> <li>• Very musical performance</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very good input to musical balance of group</li> <li>• Very good contribution to the group interpretation</li> <li>• Very confident and very good at holding line</li> <li>• Very good interaction and awareness</li> </ul>
13 12 11	<ul style="list-style-type: none"> <li>• Good pitch</li> <li>• Good rhythm</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate tone quality</li> </ul>	39-41 36-38 33-35	<ul style="list-style-type: none"> <li>• Good musical performance</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Good input to musical balance of group</li> <li>• Good contribution to the group interpretation</li> <li>• Confident and good at holding line</li> <li>• Good interaction and awareness</li> </ul>
10 9 8	<ul style="list-style-type: none"> <li>• Fair pitch</li> <li>• Fair rhythm</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate tone quality</li> </ul>	30-32 27-29 24-26	<ul style="list-style-type: none"> <li>• Fairly musical performance</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fairly good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly good input to musical balance of group</li> <li>• Fairly good contribution to the group interpretation</li> <li>• Fairly confident and fairly good at holding line</li> <li>• Fairly good interaction and awareness</li> </ul>
6-7 3-5 0-2	<ul style="list-style-type: none"> <li>• Poor pitch</li> <li>• Poor rhythm</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate tone quality</li> </ul>	16-23 8-15 0-7	<ul style="list-style-type: none"> <li>• Poor musical performance</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Poor input to musical balance of group</li> <li>• Poor contribution to the group interpretation</li> <li>• Poor level of confidence and poor at holding line</li> <li>• Poor interaction and awareness</li> </ul>

### KEY TO GRADES

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm  <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material  <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>• Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>• Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>• Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>• Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>• Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>• Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>• Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>• Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>• Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>• Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>• Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>• Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>• Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>• Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>• Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - SOLO SINGING TO OWN ACCOMPANIMENT

Control of the Performing Medium	Chosen Music & Standard of Performance
1. <b>Pitch</b> - accuracy and consistency  2. <b>Rhythm</b> – accuracy and consistency  3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Control of sound production</li> <li>• Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	1. <b>Musicality:</b> <ul style="list-style-type: none"> <li>• Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>• Dynamic requirements <b>as appropriate to style</b></li> <li>• Articulation / Enunciation</li> <li>• Intonation</li> </ul> 2. <b>Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>• Popular style               <ul style="list-style-type: none"> <li>- feel for words &amp; rhythm</li> </ul> </li> <li>• Traditional style               <ul style="list-style-type: none"> <li>- lilting rhythm</li> </ul> </li> <li>• Classical style               <ul style="list-style-type: none"> <li>- tone, phrasing, expression</li> </ul> </li> </ul> 3. <b>Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)

## Higher Level (one activity) – Solo Singing to Own Accompaniment (100 marks)

Three songs + one unprepared test

<b>H1</b>
-----------

I Control of the Medium (20)		II Chosen Music and Standard of Performance (60)	
Mark	Description	Mark	Description
20 18-19 17	<ul style="list-style-type: none"> <li>• Excellent pitch in voice and accompaniment</li> <li>• Excellent rhythm in voice and accompaniment</li> <li>• Excellent appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Excellent appropriate tone quality in voice and accompaniment</li> </ul>	58-60 54-57 51-53	<ul style="list-style-type: none"> <li>• Excellent musical performance overall (including balance between voice and accompaniment)</li> <li>• Excellent interpretation overall</li> <li>• Completely confident performance overall</li> <li>• Excellent musical communication</li> </ul>
16 15 14	<ul style="list-style-type: none"> <li>• Very good pitch in voice and accompaniment</li> <li>• Very good rhythm in voice and accompaniment</li> <li>• Very good appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Very good appropriate tone quality in voice and accompaniment</li> </ul>	48-50 45-47 42-44	<ul style="list-style-type: none"> <li>• Very musical performance overall (including balance between voice and accompaniment)</li> <li>• Very good interpretation overall</li> <li>• Very confident performance overall</li> <li>• Very good musical communication</li> </ul>
13 12 11	<ul style="list-style-type: none"> <li>• Good pitch in voice and accompaniment</li> <li>• Good rhythm in voice and accompaniment</li> <li>• Good appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Good appropriate tone quality in voice and accompaniment</li> </ul>	39-41 36-38 33-35	<ul style="list-style-type: none"> <li>• Good musical performance overall (including balance between voice and accompaniment)</li> <li>• Good interpretation overall</li> <li>• Confident performance overall</li> <li>• Good musical communication</li> </ul>
10 9 8	<ul style="list-style-type: none"> <li>• Fair pitch in voice and accompaniment</li> <li>• Fair rhythm in voice and accompaniment</li> <li>• Fair appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Fair appropriate tone quality in voice and accompaniment</li> </ul>	30-32 27-29 24-26	<ul style="list-style-type: none"> <li>• Fairly musical performance overall (including balance between voice and accompaniment)</li> <li>• Fairly good interpretation overall</li> <li>• Fairly confident performance overall</li> <li>• Fairly good musical communication</li> </ul>
6-7 3-5 0-2	<ul style="list-style-type: none"> <li>• Poor pitch in voice and accompaniment</li> <li>• Poor rhythm in voice and accompaniment</li> <li>• Poor appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Poor appropriate tone quality in voice and accompaniment</li> </ul>	16-23 8-15 0-7	<ul style="list-style-type: none"> <li>• Poor musical performance overall (including balance between voice and accompaniment)</li> <li>• Poor interpretation overall</li> <li>• Poor level of confidence overall</li> <li>• Poor musical communication</li> </ul>

### KEY TO GRADES

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm  <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material  <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - TECHNOLOGY

Technology		Performing	
Control of the Medium	Chosen Music & Standard of Performance	Control of the Performing Medium	Chosen Music & Standard of Performance
<b>1. Note accuracy</b> (pitch and rhythm)  <b>2. Appropriate manual/technical dexterity:</b> <ul style="list-style-type: none"> <li>Appropriate technical fluency</li> </ul>	<b>1. Musical outcome</b> (NB before edits): <ul style="list-style-type: none"> <li>Choice of sounds</li> <li>Balance between tracks</li> </ul> <b>2. Confident performance of tasks:</b> <ul style="list-style-type: none"> <li>Inputting</li> <li>Edits, print/record, save, close and retrieve</li> </ul> <b>3. Understanding of system</b> <ul style="list-style-type: none"> <li>Setting up score</li> <li>Appropriate understanding of software or MIDI system</li> </ul>	<b>1. Pitch</b> - accuracy and consistency  <b>2. Rhythm</b> – accuracy and consistency  <b>3. Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Control of sound production</li> <li>Technical security</li> <li>Intonation</li> </ul> <b>4. Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)

## Higher Level (one activity) – Technology (100 marks)

Technology (27): One score of two parts Six edits				Performing (53): Perform to own backing track/Play two pieces from electronic repertoire one unprepared test			
I Control of the Medium (7)		II Chosen Music & Standard of Performance (20)		I Control of the Medium (13) (Solo and backing track)		II Chosen Music & Standard of Performance (40)	
7  6	<ul style="list-style-type: none"> <li>Excellent pitch</li> <li>Excellent rhythm</li> <li>Excellent appropriate manual /technical dexterity</li> </ul>	20	<ul style="list-style-type: none"> <li>Excellent musical outcome (<b>before</b> edits)</li> <li>Excellent level of confidence inputting</li> </ul>	13	<ul style="list-style-type: none"> <li>Excellent pitch</li> <li>Excellent rhythm</li> </ul>	39-40	<ul style="list-style-type: none"> <li>Excellent choice of instrumentation /key <b>BT</b></li> <li>Excellent balance, chording, dynamics, interpretation in <b>BT</b></li> </ul>
		18-19	<ul style="list-style-type: none"> <li>Edits, printing/recording, save, close and retrieve successful and carried out with excellent level of confidence</li> </ul>	12	<ul style="list-style-type: none"> <li>Excellent appropriate manual/technical dexterity</li> </ul>	36-38	<ul style="list-style-type: none"> <li>Excellent musical performance <b>overall</b> (including balance between backing track and performer)</li> </ul>
		17	<ul style="list-style-type: none"> <li>Excellent understanding of system</li> </ul>	11	<ul style="list-style-type: none"> <li>Excellent appropriate tone quality</li> </ul>	34-35	<ul style="list-style-type: none"> <li>Excellent interpretation in performance</li> <li>Excellent level of confidence in performance</li> <li>Excellent musical communication in performance</li> </ul>
5	<ul style="list-style-type: none"> <li>Very good pitch</li> <li>Very good rhythm</li> <li>Very good appropriate manual /technical dexterity</li> </ul>	16	<ul style="list-style-type: none"> <li>Very good musical outcome (<b>before</b> edits)</li> <li>Very confident inputting</li> </ul>	10	<ul style="list-style-type: none"> <li>Very good pitch</li> <li>Very good rhythm</li> </ul>	32-33	<ul style="list-style-type: none"> <li>Very good choice of instrumentation/key <b>BT</b></li> <li>Very good balance, chording, dynamics, interpretation in <b>BT</b></li> </ul>
		15	<ul style="list-style-type: none"> <li>Edits, printing/recording, save, close and retrieve successful and very confident</li> </ul>	9	<ul style="list-style-type: none"> <li>Very good appropriate manual/technical dexterity</li> </ul>	30-31	<ul style="list-style-type: none"> <li>Very good musical performance <b>overall</b> (including balance between backing track and performer)</li> </ul>
		14	<ul style="list-style-type: none"> <li>Very good understanding of system</li> </ul>		<ul style="list-style-type: none"> <li>Very good appropriate tone quality</li> </ul>	28-29	<ul style="list-style-type: none"> <li>Very good interpretation in performance</li> <li>Very good level of confidence in performance</li> <li>Very good musical communication in performance</li> </ul>
4	<ul style="list-style-type: none"> <li>Good pitch</li> <li>Good rhythm</li> <li>Good appropriate manual/technical dexterity</li> </ul>	13	<ul style="list-style-type: none"> <li>Good musical outcome (<b>before</b> edits)</li> <li>Confident inputting</li> </ul>	8	<ul style="list-style-type: none"> <li>Good pitch</li> <li>Good rhythm</li> </ul>	26-27	<ul style="list-style-type: none"> <li>Good choice of instrumentation/key <b>BT</b></li> <li>Good balance, chording, dynamics, interpretation in <b>BT</b></li> </ul>
		12	<ul style="list-style-type: none"> <li>Edits, printing/recording, save, close and retrieve successful and confident</li> </ul>	7	<ul style="list-style-type: none"> <li>Good appropriate manual/technical dexterity</li> </ul>	24-25	<ul style="list-style-type: none"> <li>Good musical performance <b>overall</b> (including balance between backing track and performer)</li> </ul>
		11	<ul style="list-style-type: none"> <li>Good understanding of system</li> </ul>		<ul style="list-style-type: none"> <li>Good appropriate tone quality</li> </ul>	22-23	<ul style="list-style-type: none"> <li>Good interpretation in performance</li> <li>Good level of confidence in performance</li> <li>Good musical communication in performance</li> </ul>
3	<ul style="list-style-type: none"> <li>Fair pitch</li> <li>Fair rhythm</li> <li>Fair appropriate manual/technical dexterity</li> </ul>	10	<ul style="list-style-type: none"> <li>Fairly musical outcome (<b>before</b> edits)</li> <li>Fairly confident inputting</li> </ul>	6	<ul style="list-style-type: none"> <li>Fair pitch</li> <li>Fair rhythm</li> </ul>	20-21	<ul style="list-style-type: none"> <li>Fair choice of instrumentation/key <b>BT</b></li> <li>Fair balance, chording, dynamics, interpretation in <b>BT</b></li> </ul>
		9	<ul style="list-style-type: none"> <li>Fairly successful and confident editing, printing/recording, save, close and retrieve.</li> </ul>	5	<ul style="list-style-type: none"> <li>Fair appropriate manual/technical dexterity</li> </ul>	18-19	<ul style="list-style-type: none"> <li>Fairly musical performance <b>overall</b> (including balance between backing track and performer)</li> </ul>
		8	<ul style="list-style-type: none"> <li>Fair understanding of system</li> </ul>		<ul style="list-style-type: none"> <li>Fair appropriate tone quality</li> </ul>	16-17	<ul style="list-style-type: none"> <li>Fair interpretation in performance</li> <li>Fair level of confidence in performance</li> <li>Fair musical communication in performance</li> </ul>
2  1  0	<ul style="list-style-type: none"> <li>Poor pitch</li> <li>Poor rhythm</li> <li>Poor appropriate manual/technical dexterity</li> </ul>	6-7	<ul style="list-style-type: none"> <li>Poor musical outcome (<b>before</b> edits)</li> <li>Poor level of confidence inputting</li> </ul>	4	<ul style="list-style-type: none"> <li>Poor pitch</li> <li>Poor rhythm</li> </ul>	11-15	<ul style="list-style-type: none"> <li>Poor choice of instrumentation/key <b>BT</b></li> <li>Poor balance, chording, dynamics, interpretation in <b>BT</b></li> </ul>
		3-5	<ul style="list-style-type: none"> <li>Poor level of success and confidence editing, printing/recording, save, close and retrieve</li> </ul>	2-3	<ul style="list-style-type: none"> <li>Poor appropriate manual/technical dexterity</li> </ul>	6-10	<ul style="list-style-type: none"> <li>Poor musical performance <b>overall</b> (including balance between backing track and performer)</li> </ul>
		0-2	<ul style="list-style-type: none"> <li>Poor understanding of system</li> </ul>	0-1	<ul style="list-style-type: none"> <li>Poor appropriate tone quality</li> </ul>	0-5	<ul style="list-style-type: none"> <li>Poor interpretation in performance</li> <li>Poor level of confidence in performance</li> <li>Poor musical communication in performance</li> </ul>

### KEY TO GRADES

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29



## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - CONDUCTING

Control of the Performing	Chosen Music and Standard of Performance
<b>1. Accuracy:</b> <ul style="list-style-type: none"> <li>Beat (as per time signature)</li> <li>Indication of entries</li> </ul> <b>2. Rhythmic consistency,</b> including pulse.	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Ability to shape phrases</li> <li>Ability to shape dynamics/musical expression, as appropriate</li> </ul>
<b>3. Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Technical security</li> <li>Fluency of the music</li> </ul>	<b>2. Interpretation:</b> Sense and understanding of style <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>phrasing, expression</li> </ul> </li> </ul>
<b>4. Technique</b> as appropriate to performing medium and style of music	<b>3. Rapport with ensemble</b>

**Higher Level (one activity) –Conducting (100 marks)**  
 Conducting: Three songs/pieces + one unseen score + one unprepared test

**H1**

Mark	I Control of the Performing (20)	Mark	II Chosen Music and Standard of Performance (60)
20 18-19 17	<ul style="list-style-type: none"> <li>• Excellent accuracy</li> <li>• Excellent rhythmic consistency</li> <li>• Excellent appropriate manual/technical dexterity</li> <li>• Excellent appropriate technique</li> </ul>	58-60 54-57 51-53	<ul style="list-style-type: none"> <li>• Excellent musicality</li> <li>• Excellent interpretation</li> <li>• Excellent confident performance</li> <li>• Excellent rapport with ensemble</li> </ul>
16 15 14	<ul style="list-style-type: none"> <li>• Very good accuracy</li> <li>• Very good rhythmic consistency</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate technique</li> </ul>	48-50 45-47 42-44	<ul style="list-style-type: none"> <li>• Very good musicality</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good rapport with ensemble</li> </ul>
13 12 11	<ul style="list-style-type: none"> <li>• Good accuracy</li> <li>• Good rhythmic consistency</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate technique</li> </ul>	39-41 36-38 33-35	<ul style="list-style-type: none"> <li>• Good musicality</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good rapport with ensemble</li> </ul>
10 9 8	<ul style="list-style-type: none"> <li>• Fair accuracy</li> <li>• Fair rhythmic consistency</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate technique</li> </ul>	30-32 27-29 24-26	<ul style="list-style-type: none"> <li>• Fair musicality</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fair rapport with ensemble</li> </ul>
6-7 3-5 0-2	<ul style="list-style-type: none"> <li>• Poor accuracy</li> <li>• Poor rhythmic consistency</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate technique</li> </ul>	16-23 8-15 0-7	<ul style="list-style-type: none"> <li>• Poor musicality</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor rapport with ensemble</li> </ul>

**KEY TO GRADES**

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - IMPROVISATION

Control of the Performing Medium	Chosen Music & Standard of Performance	Group
1. <b>Pitch</b> - accuracy and consistency 2. <b>Rhythm</b> – accuracy and consistency 3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Intonation</li> <li>Control of sound production</li> <li>Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)	1. Do they make a <b>noticeable</b> contribution to the overall sound (including balance) 2. Do they contribute <b>musically</b> to the interpretation as appropriate to the genre? 3. Can the candidate hold their line? 4. Do they relate <b>musically</b> ( <b>not visually</b> ) with the other members of the group?

## Higher Level (one activity) – Improvisation (100 marks)

**H1**

Three songs/pieces demonstrating three types of improvisation (melodic/rhythmic/harmonic/mood) or a combination

+ One unprepared test (aural memory/sight-reading/improvisation)

NB: It is the candidate's ability to present a controlled musical performance in this medium that is assessed and **not** the quality of their improvisation.

I Control of the Medium (20)		II Chosen Music and Standard of Performance (60)		
Mark	Description	Mark	Solo Improvisation	Group Improvisation
20 18-19 17	<ul style="list-style-type: none"> <li>• Excellent pitch</li> <li>• Excellent rhythm</li> <li>• Excellent appropriate manual/technical dexterity</li> <li>• Excellent appropriate tone quality</li> </ul>	58-60 54-57 51-53	<ul style="list-style-type: none"> <li>• Excellent musical performance</li> <li>• Excellent interpretation</li> <li>• Completely confident performance</li> <li>• Excellent musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent input to musical balance of group</li> <li>• Excellent contribution to the group interpretation</li> <li>• Excellent and completely confident at holding line</li> <li>• Excellent musical interaction and awareness</li> </ul>
16 15 14	<ul style="list-style-type: none"> <li>• Very good pitch</li> <li>• Very good rhythm</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate tone quality</li> </ul>	48-50 45-47 42-44	<ul style="list-style-type: none"> <li>• Very musical performance</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very good input to musical balance of group</li> <li>• Very good contribution to the group interpretation</li> <li>• Very confident and very good at holding line</li> <li>• Very good interaction and awareness</li> </ul>
13 12 11	<ul style="list-style-type: none"> <li>• Good pitch</li> <li>• Good rhythm</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate tone quality</li> </ul>	39-41 36-38 33-35	<ul style="list-style-type: none"> <li>• Good musical performance</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Good input to musical balance of group</li> <li>• Good contribution to the group interpretation</li> <li>• Confident and good at holding line</li> <li>• Good interaction and awareness</li> </ul>
10 9 8	<ul style="list-style-type: none"> <li>• Fair pitch</li> <li>• Fair rhythm</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate tone quality</li> </ul>	30-32 27-29 24-26	<ul style="list-style-type: none"> <li>• Fairly musical performance</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fairly good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly good input to musical balance of group</li> <li>• Fairly good contribution to the group interpretation</li> <li>• Fairly confident and fairly good at holding line</li> <li>• Fairly good interaction and awareness</li> </ul>
6-7 3-5 0-2	<ul style="list-style-type: none"> <li>• Poor pitch</li> <li>• Poor rhythm</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate tone quality</li> </ul>	16-23 8-15 0-7	<ul style="list-style-type: none"> <li>• Poor musical performance</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Poor input to musical balance of group</li> <li>• Poor contribution to the group interpretation</li> <li>• Poor level of confidence and poor at holding line</li> <li>• Poor interaction and awareness</li> </ul>

### KEY TO GRADES

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - SOLO OR GROUP PERFORMANCE

Control of the Performing Medium	Chosen Music & Standard of Performance	Group
1. <b>Pitch</b> - accuracy and consistency 2. <b>Rhythm</b> – accuracy and consistency 3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Intonation</li> <li>Control of sound production</li> <li>Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)	1. Do they make a <b>noticeable</b> contribution to the overall sound (including balance) 2. Do they contribute <b>musically</b> to the interpretation as appropriate to the genre? 3. Can the candidate hold their line? 4. Do they relate <b>musically (not visually)</b> with the other members of the group?

## Higher Level (two activities) – Solo or Group Performance (100 marks)

Two songs/pieces in **each** activity + one unprepared test

**H2**

I Control of the Medium (10)		II Chosen Music and Standard of Performance (30)		
Mark	Description	Mark	Solo performing	Group performing
10  9	<ul style="list-style-type: none"> <li>• Very good pitch</li> <li>• Very good rhythm</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate tone quality</li> </ul>	29-30 27-28 26	<ul style="list-style-type: none"> <li>• Very musical performance</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very good input to musical balance of group</li> <li>• Very good contribution to the group interpretation</li> <li>• Very confident and very good at holding line</li> <li>• Very good interaction and awareness</li> </ul>
8  7	<ul style="list-style-type: none"> <li>• Good pitch</li> <li>• Good rhythm</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate tone quality</li> </ul>	24-25 23 21-22	<ul style="list-style-type: none"> <li>• Good musical performance</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Good input to musical balance of group</li> <li>• Good contribution to the group interpretation</li> <li>• Confident and good at holding line</li> <li>• Good interaction and awareness</li> </ul>
6  5	<ul style="list-style-type: none"> <li>• Fair pitch</li> <li>• Fair rhythm</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate tone quality</li> </ul>	20 18-19 17	<ul style="list-style-type: none"> <li>• Fairly musical performance</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fairly good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly good input to musical balance of group</li> <li>• Fairly good contribution to the group interpretation</li> <li>• Fairly confident and fairly good at holding line</li> <li>• Fairly good interaction and awareness</li> </ul>
4  3	<ul style="list-style-type: none"> <li>• Poor pitch</li> <li>• Poor rhythm</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate tone quality</li> </ul>	15-16 14 12-13	<ul style="list-style-type: none"> <li>• Poor musical performance</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Poor input to musical balance of group</li> <li>• Poor contribution to the group interpretation</li> <li>• Poor level of confidence and poor at holding line</li> <li>• Poor interaction and awareness</li> </ul>
2 1 0	<ul style="list-style-type: none"> <li>• Very poor pitch</li> <li>• Very poor rhythm</li> <li>• Very poor appropriate manual/technical dexterity</li> <li>• Very poor appropriate tone quality</li> </ul>	8-11 4-7 0-3	<ul style="list-style-type: none"> <li>• Very poor musical performance</li> <li>• Very poor interpretation</li> <li>• Very poor level of confidence</li> <li>• Very poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very poor input to musical balance of group</li> <li>• Very poor contribution to the group interpretation</li> <li>• Very poor level of confidence and poor at holding line</li> <li>• Very poor interaction and awareness</li> </ul>

### KEY TO GRADES

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm  <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material  <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING – SOLO SINGING TO OWN ACCOMPANIMENT

Control of the Performing Medium	Chosen Music & Standard of Performance
1. <b>Pitch</b> - accuracy and consistency  2. <b>Rhythm</b> – accuracy and consistency  3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Intonation</li> <li>Control of sound production</li> <li>Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>- feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>- lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>- tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)

## Higher Level (two activities) – Solo Singing to Own Accompaniment (100 marks)

Two songs/pieces in **each** activity + one unprepared test

<b>H2</b>
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I Control of the Medium (10)		II Chosen Music and Standard of Performance (30)	
Mark	Description	Mark	Description
10 9	<ul style="list-style-type: none"> <li>• Very good pitch in voice and accompaniment</li> <li>• Very good rhythm in voice and accompaniment</li> <li>• Very good appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Very good appropriate tone quality in voice and accompaniment</li> </ul>	29-30 27-28 26	<ul style="list-style-type: none"> <li>• Very musical performance overall (including balance between voice and accompaniment)</li> <li>• Very good interpretation overall</li> <li>• Very confident performance overall</li> <li>• Very good musical communication</li> </ul>
8 7	<ul style="list-style-type: none"> <li>• Good pitch in voice and accompaniment</li> <li>• Good rhythm in voice and accompaniment</li> <li>• Good appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Good appropriate tone quality in voice and accompaniment</li> </ul>	24-25 23 21-22	<ul style="list-style-type: none"> <li>• Good musical performance overall (including balance between voice and accompaniment)</li> <li>• Good interpretation overall</li> <li>• Confident performance overall</li> <li>• Good musical communication</li> </ul>
6 5	<ul style="list-style-type: none"> <li>• Fair pitch in voice and accompaniment</li> <li>• Fair rhythm in voice and accompaniment</li> <li>• Fair appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Fair appropriate tone quality in voice and accompaniment</li> </ul>	20 18-19 17	<ul style="list-style-type: none"> <li>• Fairly musical performance overall (including balance between voice and accompaniment)</li> <li>• Fairly good interpretation overall</li> <li>• Fairly confident performance overall</li> <li>• Fairly good musical communication</li> </ul>
4 3	<ul style="list-style-type: none"> <li>• Poor pitch in voice and accompaniment</li> <li>• Poor rhythm in voice and accompaniment</li> <li>• Poor appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Poor appropriate tone quality in voice and accompaniment</li> </ul>	15-16 14 12-13	<ul style="list-style-type: none"> <li>• Poor musical performance overall (including balance between voice and accompaniment)</li> <li>• Poor interpretation overall</li> <li>• Poor level of confidence overall</li> <li>• Poor musical communication</li> </ul>
2 1 0	<ul style="list-style-type: none"> <li>• Very poor pitch in voice and accompaniment</li> <li>• Very poor rhythm in voice and accompaniment</li> <li>• Very poor appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Very poor appropriate tone quality in voice and accompaniment</li> </ul>	8-11 4-7 0-3	<ul style="list-style-type: none"> <li>• Very poor musical performance overall (including balance between voice and accompaniment)</li> <li>• Very poor interpretation overall</li> <li>• Very poor level of confidence overall</li> <li>• Very poor musical communication</li> </ul>

### KEY TO GRADES

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29



## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm  <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material  <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - TECHNOLOGY

Control of the Performing Medium	Chosen Music & Standard of Performance
<b>1. Note accuracy</b> (pitch and rhythm)  <b>2. Appropriate manual/technical dexterity:</b> <ul style="list-style-type: none"> <li>Appropriate technical fluency</li> </ul>	<b>1. Musical outcome</b> (NB <b>before</b> edits): <ul style="list-style-type: none"> <li>Choice of sounds</li> <li>Balance between tracks</li> </ul> <b>2. Confident performance of tasks:</b> <ul style="list-style-type: none"> <li>Inputting</li> <li>Edits, print/record, save, close and retrieve</li> </ul> <b>3. Understanding of system</b> <ul style="list-style-type: none"> <li>Setting up score</li> <li>Appropriate understanding of software or MIDI system</li> </ul>

## Higher Level (two activities) – Technology (100 marks)

One score of two parts + three edits + one unprepared test

<b>H2T</b>
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I Control of the Medium (10)		II Chosen Music and Standard of Performance (30)	
Mark	Description	Mark	Description
10 9	<ul style="list-style-type: none"> <li>• Very good pitch</li> <li>• Very good rhythm</li> <li>• Very good appropriate manual/technical dexterity</li> </ul>	29-30 27-28 26	<ul style="list-style-type: none"> <li>• Very good musical outcome (<b>before</b> edits)</li> <li>• Very confident inputting</li> <li>• Edits, printing/recording, save, close and retrieve successful and very confident</li> <li>• Very good understanding of system</li> </ul>
8 7	<ul style="list-style-type: none"> <li>• Good pitch</li> <li>• Good rhythm</li> <li>• Good appropriate manual/technical dexterity</li> </ul>	24-25 23 21-22	<ul style="list-style-type: none"> <li>• Good musical outcome (<b>before</b> edits)</li> <li>• Confident inputting</li> <li>• Edits, printing/recording, save, close and retrieve successful and confident.</li> <li>• Good understanding of system</li> </ul>
6 5	<ul style="list-style-type: none"> <li>• Fair pitch</li> <li>• Fair rhythm</li> <li>• Fair appropriate manual/technical dexterity</li> </ul>	20 18-19 17	<ul style="list-style-type: none"> <li>• Fairly musical outcome (<b>before</b> edits)</li> <li>• Fairly confident inputting</li> <li>• Fairly successful and confident editing, printing/recording, save, close and retrieve.</li> <li>• Fair understanding of system</li> </ul>
4 3	<ul style="list-style-type: none"> <li>• Poor pitch</li> <li>• Poor rhythm</li> <li>• Poor appropriate manual/technical dexterity</li> </ul>	15-16 14 12-13	<ul style="list-style-type: none"> <li>• Poor musical outcome (<b>before</b> edits)</li> <li>• Poor level of confidence inputting</li> <li>• Poor level of success and confidence editing, printing/recording, save, close and retrieve</li> <li>• Poor understanding of system</li> </ul>
2 1 0	<ul style="list-style-type: none"> <li>• Very poor pitch</li> <li>• Very poor rhythm</li> <li>• Very poor appropriate manual/technical dexterity</li> </ul>	8-11 4-7 0-3	<ul style="list-style-type: none"> <li>• Very poor musical outcome (<b>before</b> edits)</li> <li>• Very poor level of confidence inputting</li> <li>• Very poor level of success and confidence editing, printing/recording, save, close &amp; retrieve</li> <li>• Very poor understanding of system</li> </ul>

### KEY TO GRADES

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm  <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material  <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - CONDUCTING

Control of the Performing	Chosen Music and Standard of Performance
<b>1. Accuracy:</b> <ul style="list-style-type: none"> <li>Beat (as per time signature)</li> <li>Indication of entries</li> </ul> <b>2. Rhythmic consistency,</b> including pulse.	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Ability to shape phrases</li> <li>Ability to shape dynamics/musical expression, as appropriate</li> </ul>
<b>3. Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Technical security</li> <li>Fluency of the music</li> </ul>	<b>2. Interpretation:</b> Sense and understanding of style <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>phrasing, expression</li> </ul> </li> </ul>
<b>4. Technique</b> as appropriate to performing medium and style of music	<b>3. Rapport with ensemble</b>

## Higher Level (two activities) – Conducting (100 marks)

Conducting: Two songs/pieces + one unseen score + one unprepared test

<b>H2</b>
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Mark	I Control of the Performing (10)	Mark	II Chosen Music and Standard of Performance (30)
10 9	<ul style="list-style-type: none"> <li>• Very good accuracy</li> <li>• Very good rhythmic consistency</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate technique</li> </ul>	29-30 27-28 26	<ul style="list-style-type: none"> <li>• Very good musicality</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good rapport with ensemble</li> </ul>
8 7	<ul style="list-style-type: none"> <li>• Good accuracy</li> <li>• Good rhythmic consistency</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate technique</li> </ul>	24-25 23 21-22	<ul style="list-style-type: none"> <li>• Good musicality</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good rapport with ensemble</li> </ul>
6 5	<ul style="list-style-type: none"> <li>• Fair accuracy</li> <li>• Fair rhythmic consistency</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate technique</li> </ul>	20 18-19 17	<ul style="list-style-type: none"> <li>• Fair musicality</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fair rapport with ensemble</li> </ul>
4 3	<ul style="list-style-type: none"> <li>• Poor accuracy</li> <li>• Poor rhythmic consistency</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate technique</li> </ul>	15-16 14 12-13	<ul style="list-style-type: none"> <li>• Poor musicality</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor rapport with ensemble</li> </ul>
2 1 0	<ul style="list-style-type: none"> <li>• Very poor accuracy</li> <li>• Very poor rhythmic consistency</li> <li>• Very poor appropriate manual/technical dexterity</li> <li>• Very poor appropriate technique</li> </ul>	8-11 4-7 0-3	<ul style="list-style-type: none"> <li>• Very poor musicality</li> <li>• Very poor interpretation</li> <li>• Very poor level of confidence</li> <li>• Very poor rapport with ensemble</li> </ul>

### KEY TO GRADES

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - IMPROVISATION

Control of the Performing Medium	Chosen Music & Standard of Performance	Group
1. <b>Pitch</b> - accuracy and consistency 2. <b>Rhythm</b> – accuracy and consistency 3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Intonation</li> <li>Control of sound production</li> <li>Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)	1. Do they make a <b>noticeable</b> contribution to the overall sound (including balance) 2. Do they contribute <b>musically</b> to the interpretation as appropriate to the genre? 3. Can the candidate hold their line? 4. Do they relate <b>musically</b> ( <b>not visually</b> ) with the other members of the group?

## Higher Level (two activities) – Improvisation (100 marks)

**H2**

Two songs/pieces demonstrating one type of improvisation (melodic/rhythmic/harmonic/mood) or a combination

+ One unprepared test (aural memory/sight-reading/improvisation)

NB: It is the candidate's ability to present a controlled musical performance in this medium that is assessed and **not** the quality of their improvisation.

I Control of the Medium (10)		II Chosen Music and Standard of Performance (30)		
Mark	Description	Mark	Solo Improvisation	Group Improvisation
10 9	<ul style="list-style-type: none"> <li>• Very good pitch</li> <li>• Very good rhythm</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate tone quality</li> </ul>	29-30 27-28 26	<ul style="list-style-type: none"> <li>• Very musical performance</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very good input to musical balance of group</li> <li>• Very good contribution to the group interpretation</li> <li>• Very confident and very good at holding line</li> <li>• Very good interaction and awareness</li> </ul>
8 7	<ul style="list-style-type: none"> <li>• Good pitch</li> <li>• Good rhythm</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate tone quality</li> </ul>	24-25 23 21-22	<ul style="list-style-type: none"> <li>• Good musical performance</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Good input to musical balance of group</li> <li>• Good contribution to the group interpretation</li> <li>• Confident and good at holding line</li> <li>• Good interaction and awareness</li> </ul>
6 5	<ul style="list-style-type: none"> <li>• Fair pitch</li> <li>• Fair rhythm</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate tone quality</li> </ul>	20 18-19 17	<ul style="list-style-type: none"> <li>• Fairly musical performance</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fairly good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly good input to musical balance of group</li> <li>• Fairly good contribution to the group interpretation</li> <li>• Fairly confident and fairly good at holding line</li> <li>• Fairly good interaction and awareness</li> </ul>
4 3	<ul style="list-style-type: none"> <li>• Poor pitch</li> <li>• Poor rhythm</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate tone quality</li> </ul>	15-16 14 12-13	<ul style="list-style-type: none"> <li>• Poor musical performance</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Poor input to musical balance of group</li> <li>• Poor contribution to the group interpretation</li> <li>• Poor level of confidence and poor at holding line</li> <li>• Poor interaction and awareness</li> </ul>
2 1 0	<ul style="list-style-type: none"> <li>• Very poor pitch</li> <li>• Very poor rhythm</li> <li>• Very poor appropriate manual/technical dexterity</li> <li>• Very poor appropriate tone quality</li> </ul>	8-11 4-7 0-3	<ul style="list-style-type: none"> <li>• Very poor musical performance</li> <li>• Very poor interpretation</li> <li>• Very poor level of confidence</li> <li>• Very poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very poor input to musical balance of group</li> <li>• Very poor contribution to the group interpretation</li> <li>• Very poor level of confidence and very poor at holding line</li> <li>• Very poor interaction and awareness</li> </ul>

### KEY TO GRADES

HL	H1	H2	H3	H4	H5	H6	H7	H8
	90-100	80-89	70-79	60-69	50-59	40-49	30-39	0-29

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - SOLO OR GROUP PERFORMANCE

Control of the Performing Medium	Chosen Music & Standard of Performance	Group
1. <b>Pitch</b> - accuracy and consistency 2. <b>Rhythm</b> – accuracy and consistency 3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Intonation</li> <li>Control of sound production</li> <li>Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)	1. Do they make a <b>noticeable</b> contribution to the overall sound (including balance) 2. Do they contribute <b>musically</b> to the interpretation as appropriate to the genre? 3. Can the candidate hold their line? 4. Do they relate <b>musically</b> ( <b>not visually</b> ) with the other members of the group?

## Higher Level Elective (one activity) – Solo or Group Performance (200 marks)

Six songs/pieces + one unprepared test

<b>HE1</b>
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I Control of the Medium (40)		II Chosen Music and Standard of Performance (140)		
Mark	Description	Mark	Solo performing	Group performing
39-40 36-38 34-35	<ul style="list-style-type: none"> <li>• Excellent pitch</li> <li>• Excellent rhythm</li> <li>• Excellent appropriate manual/technical dexterity</li> <li>• Excellent appropriate tone quality</li> </ul>	134-140 126-133 119-125	<ul style="list-style-type: none"> <li>• Excellent musical performance</li> <li>• Excellent interpretation</li> <li>• Completely confident performance</li> <li>• Excellent musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent input to musical balance of group</li> <li>• Excellent contribution to the group interpretation</li> <li>• Excellent and completely confident at holding line</li> <li>• Excellent musical interaction and awareness</li> </ul>
32-33 30-31 28-29	<ul style="list-style-type: none"> <li>• Very good pitch</li> <li>• Very good rhythm</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate tone quality</li> </ul>	112-118 105-111 98-104	<ul style="list-style-type: none"> <li>• Very musical performance</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very good input to musical balance of group</li> <li>• Very good contribution to the group interpretation</li> <li>• Very confident and very good at holding line</li> <li>• Very good interaction and awareness</li> </ul>
26-27 24-25 22-23	<ul style="list-style-type: none"> <li>• Good pitch</li> <li>• Good rhythm</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate tone quality</li> </ul>	91-97 84-90 77-83	<ul style="list-style-type: none"> <li>• Good musical performance</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Good input to musical balance of group</li> <li>• Good contribution to the group interpretation</li> <li>• Confident and good at holding line</li> <li>• Good interaction and awareness</li> </ul>
20-21 18-19 16-17	<ul style="list-style-type: none"> <li>• Fair pitch</li> <li>• Fair rhythm</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate tone quality</li> </ul>	70-76 63-69 56-62	<ul style="list-style-type: none"> <li>• Fairly musical performance</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fairly good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly good input to musical balance of group</li> <li>• Fairly good contribution to the group interpretation</li> <li>• Fairly confident and fairly good at holding line</li> <li>• Fairly good interaction and awareness</li> </ul>
11-15 5-10 0-4	<ul style="list-style-type: none"> <li>• Poor pitch</li> <li>• Poor rhythm</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate tone quality</li> </ul>	38-55 19-37 0-18	<ul style="list-style-type: none"> <li>• Poor musical performance</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Poor input to musical balance of group</li> <li>• Poor contribution to the group interpretation</li> <li>• Poor level of confidence and poor at holding line</li> <li>• Poor interaction and awareness</li> </ul>

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59



## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>• Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>• Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>• Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>• Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>• Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>• Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>• Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>• Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>• Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>• Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>• Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>• Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>• Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>• Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>• Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>• Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING – SOLO SINGING TO OWN ACCOMPANIMENT

Control of the Performing Medium	Chosen Music & Standard of Performance
1. <b>Pitch</b> - accuracy and consistency 2. <b>Rhythm</b> – accuracy and consistency 3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Control of sound production</li> <li>• Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	1. <b>Musicality:</b> <ul style="list-style-type: none"> <li>• Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>• Dynamic requirements <b>as appropriate to style</b></li> <li>• Articulation / Enunciation</li> <li>• Intonation</li> </ul> 2. <b>Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>• Popular style               <ul style="list-style-type: none"> <li>- feel for words &amp; rhythm</li> </ul> </li> <li>• Traditional style               <ul style="list-style-type: none"> <li>- lilting rhythm</li> </ul> </li> <li>• Classical style               <ul style="list-style-type: none"> <li>- tone, phrasing, expression</li> </ul> </li> </ul> 3. <b>Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)

## Higher Level Elective (one activity) – Solo Singing to Own Accompaniment (200 marks)

**HE1**

Six songs + one unprepared test

I Control of the Medium (40)		II Chosen Music and Standard of Performance (140)	
Mark	Description	Mark	Description
39-40 36-38 34-35	<ul style="list-style-type: none"> <li>• Excellent pitch in voice and accompaniment</li> <li>• Excellent rhythm in voice and accompaniment</li> <li>• Excellent appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Excellent appropriate tone quality in voice and accompaniment</li> </ul>	134-140 126-133 119-125	<ul style="list-style-type: none"> <li>• Excellent musical performance overall (including balance between voice and accompaniment)</li> <li>• Excellent interpretation overall</li> <li>• Completely confident performance overall</li> <li>• Excellent musical communication</li> </ul>
32-33 30-31 28-29	<ul style="list-style-type: none"> <li>• Very good pitch in voice and accompaniment</li> <li>• Very good rhythm in voice and accompaniment</li> <li>• Very good appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Very good appropriate tone quality in voice and accompaniment</li> </ul>	112-118 105-111 98-104	<ul style="list-style-type: none"> <li>• Very musical performance overall (including balance between voice and accompaniment)</li> <li>• Very good interpretation overall</li> <li>• Very confident performance overall</li> <li>• Very good musical communication</li> </ul>
26-27 24-25 22-23	<ul style="list-style-type: none"> <li>• Good pitch in voice and accompaniment</li> <li>• Good rhythm in voice and accompaniment</li> <li>• Good appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Good appropriate tone quality in voice and accompaniment</li> </ul>	91-97 84-90 77-83	<ul style="list-style-type: none"> <li>• Good musical performance overall (including balance between voice and accompaniment)</li> <li>• Good interpretation overall</li> <li>• Confident performance overall</li> <li>• Good musical communication</li> </ul>
20-21 18-19 16-17	<ul style="list-style-type: none"> <li>• Fair pitch in voice and accompaniment</li> <li>• Fair rhythm in voice and accompaniment</li> <li>• Fair appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Fair appropriate tone quality in voice and accompaniment</li> </ul>	70-76 63-69 56-62	<ul style="list-style-type: none"> <li>• Fairly musical performance overall (including balance between voice and accompaniment)</li> <li>• Fairly good interpretation overall</li> <li>• Fairly confident performance overall</li> <li>• Fairly good musical communication</li> </ul>
11-15 5-10 0-4	<ul style="list-style-type: none"> <li>• Poor pitch in voice and accompaniment</li> <li>• Poor rhythm in voice and accompaniment</li> <li>• Poor appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Poor appropriate tone quality in voice and accompaniment</li> </ul>	38-55 19-37 0-18	<ul style="list-style-type: none"> <li>• Poor musical performance overall (including balance between voice and accompaniment)</li> <li>• Poor interpretation overall</li> <li>• Poor level of confidence overall</li> <li>• Poor musical communication</li> </ul>

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm  <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material  <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - TECHNOLOGY

Technology		Performing	
Control of the Medium	Chosen Music & Standard of Performance	Control of the Performing Medium	Chosen Music & Standard of Performance
<b>1. Note accuracy</b> (pitch and rhythm)  <b>2. Appropriate manual/technical dexterity:</b> <ul style="list-style-type: none"> <li>Appropriate technical fluency</li> </ul>	<b>1. Musical outcome</b> (NB before edits): <ul style="list-style-type: none"> <li>Choice of sounds</li> <li>Balance between tracks</li> </ul> <b>2. Confident performance of tasks:</b> <ul style="list-style-type: none"> <li>Inputting</li> <li>Edits, print/record, save, close and retrieve</li> </ul> <b>3. Understanding of system</b> <ul style="list-style-type: none"> <li>Setting up score</li> <li>Appropriate understanding of software or MIDI system</li> </ul>	<b>1. Pitch</b> - accuracy and consistency  <b>2. Rhythm</b> – accuracy and consistency  <b>3. Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Control of sound production</li> <li>Technical security</li> <li>Intonation</li> </ul> <b>4. Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>- feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>- lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>- tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)

## Higher Level Elective (one activity) – Technology (200 marks)

Technology (61): Two scores of three parts Six edits				Performing (119): Perform to own backing track/Play four pieces from electronic repertoire One unprepared test			
I Control of the Medium (13)		II Chosen Music & Standard of Performance (48)		I Control of the Medium (27) (Solo and backing track)		II Chosen Music & Standard of Performance (92)	
13  12	<ul style="list-style-type: none"> <li>Excellent pitch</li> <li>Excellent rhythm</li> <li>Excellent appropriate manual /technical dexterity</li> </ul>	47-48	<ul style="list-style-type: none"> <li>Excellent musical outcome (<b>before</b> edits)</li> <li>Excellent level of confidence inputting</li> <li>Edits, printing/recording, save, close and retrieve successful and carried out with excellent level of confidence</li> <li>Excellent understanding of system</li> </ul>	27	<ul style="list-style-type: none"> <li>Excellent pitch</li> <li>Excellent rhythm</li> <li>Excellent appropriate manual/technical dexterity</li> <li>Excellent appropriate tone quality</li> </ul>	88-92	<ul style="list-style-type: none"> <li>Excellent choice of instrumentation /key <b>BT</b></li> <li>Excellent balance, chording, dynamics, interpretation in <b>BT</b></li> <li>Excellent musical performance <b>overall</b> (including balance between backing track and performer)</li> <li>Excellent interpretation in performance</li> <li>Excellent level of confidence in performance</li> <li>Excellent musical communication in performance</li> </ul>
		44-46		25-26		83-87	
		41-43		23-24		78-82	
11  10  9	<ul style="list-style-type: none"> <li>Very good pitch</li> <li>Very good rhythm</li> <li>Very good appropriate manual /technical dexterity</li> </ul>	39-40	<ul style="list-style-type: none"> <li>Very good musical outcome (<b>before</b> edits)</li> <li>Very confident inputting</li> <li>Edits, printing/recording, save, close and retrieve successful and very confident</li> <li>Very good understanding of system</li> </ul>	22	<ul style="list-style-type: none"> <li>Very good pitch</li> <li>Very good rhythm</li> <li>Very good appropriate manual/technical dexterity</li> <li>Very good appropriate tone quality</li> </ul>	74-77	<ul style="list-style-type: none"> <li>Very good choice of instrumentation/key <b>BT</b></li> <li>Very good balance, chording, dynamics, interpretation in <b>BT</b></li> <li>Very good musical performance <b>overall</b> (including balance between backing track and performer)</li> <li>Very good interpretation in performance</li> <li>Very good level of confidence in performance</li> <li>Very good musical communication in performance</li> </ul>
		36-38		20-21		69-73	
		34-35		19		64-68	
8  7	<ul style="list-style-type: none"> <li>Good pitch</li> <li>Good rhythm</li> <li>Good appropriate manual/technical dexterity</li> </ul>	32-33	<ul style="list-style-type: none"> <li>Good musical outcome (<b>before</b> edits)</li> <li>Confident inputting</li> <li>Edits, printing/recording, save, close and retrieve successful and confident</li> <li>Good understanding of system</li> </ul>	18	<ul style="list-style-type: none"> <li>Good pitch</li> <li>Good rhythm</li> <li>Good appropriate manual/technical dexterity</li> <li>Good appropriate tone quality</li> </ul>	60-63	<ul style="list-style-type: none"> <li>Good choice of instrumentation/key <b>BT</b></li> <li>Good balance, chording, dynamics, interpretation in <b>BT</b></li> <li>Good musical performance <b>overall</b> (including balance between backing track and performer)</li> <li>Good interpretation in performance</li> <li>Good level of confidence in performance</li> <li>Good musical communication in performance</li> </ul>
		29-31		16-17		55-59	
		26-28		15		51-54	
6  5	<ul style="list-style-type: none"> <li>Fair pitch</li> <li>Fair rhythm</li> <li>Fair appropriate manual/technical dexterity</li> </ul>	24-25	<ul style="list-style-type: none"> <li>Fairly musical outcome (<b>before</b> edits)</li> <li>Fairly confident inputting</li> <li>Fairly successful and confident editing, printing/recording, save close and retrieve</li> <li>Fair understanding of system</li> </ul>	14	<ul style="list-style-type: none"> <li>Fair pitch</li> <li>Fair rhythm</li> <li>Fair appropriate manual/technical dexterity</li> <li>Fair appropriate tone quality</li> </ul>	47-50	<ul style="list-style-type: none"> <li>Fair choice of instrumentation/key <b>BT</b></li> <li>Fair balance, chording, dynamics, interpretation in <b>BT</b></li> <li>Fairly musical performance <b>overall</b> (including balance between backing track and performer)</li> <li>Fair interpretation in performance</li> <li>Fair level of confidence in performance</li> <li>Fair musical communication in performance</li> </ul>
		22-23		12-13		42-46	
		19-21		11		37-41	
4  2-3  0-1	<ul style="list-style-type: none"> <li>Poor pitch</li> <li>Poor rhythm</li> <li>Poor appropriate manual/technical dexterity</li> </ul>	13-18	<ul style="list-style-type: none"> <li>Poor musical outcome (<b>before</b> edits)</li> <li>Poor level of confidence inputting</li> <li>Poor level of success and confidence editing, printing/recording, save close and retrieve</li> <li>Poor understanding of system</li> </ul>	8-10	<ul style="list-style-type: none"> <li>Poor pitch</li> <li>Poor rhythm</li> <li>Poor appropriate manual/technical dexterity</li> <li>Poor appropriate tone quality</li> </ul>	25-36	<ul style="list-style-type: none"> <li>Poor choice of instrumentation/key <b>BT</b></li> <li>Poor balance, chording, dynamics, interpretation in <b>BT</b></li> <li>Poor musical performance <b>overall</b> (including balance between backing track and performer)</li> <li>Poor interpretation in performance</li> <li>Poor level of confidence in performance</li> <li>Poor musical communication in performance</li> </ul>
		7-12		4-7		13-24	
		0-6		0-3		0-12	

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - CONDUCTING

Control of the Performing	Chosen Music and Standard of Performance
<b>1. Accuracy:</b> <ul style="list-style-type: none"> <li>Beat (as per time signature)</li> <li>Indication of entries</li> </ul> <b>2. Rhythmic consistency,</b> including pulse.	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Ability to shape phrases</li> <li>Ability to shape dynamics/musical expression, as appropriate</li> </ul>
<b>3. Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Technical security</li> <li>Fluency of the music</li> </ul>	<b>2. Interpretation:</b> Sense and understanding of style <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>phrasing, expression</li> </ul> </li> </ul>
<b>4. Technique</b> as appropriate to performing medium and style of music	<b>3. Rapport with ensemble</b>

## Higher Level Elective (one activity) –Conducting (200 marks)

Conducting: Six songs/pieces + one unseen score + one unprepared test

<b>HE1</b>
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Mark	I Control of the Performing (40)	Mark	II Chosen Music and Standard of Performance (140)
39-40 36-38 34-35	<ul style="list-style-type: none"> <li>• Excellent accuracy</li> <li>• Excellent rhythmic consistency</li> <li>• Excellent appropriate manual/technical dexterity</li> <li>• Excellent appropriate technique</li> </ul>	134-140 126-133 119-125	<ul style="list-style-type: none"> <li>• Excellent musicality</li> <li>• Excellent interpretation</li> <li>• Excellent confident performance</li> <li>• Excellent rapport with ensemble</li> </ul>
32-33 30-31 28-29	<ul style="list-style-type: none"> <li>• Very good accuracy</li> <li>• Very good rhythmic consistency</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate technique</li> </ul>	112-118 105-111 98-104	<ul style="list-style-type: none"> <li>• Very good musicality</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good rapport with ensemble</li> </ul>
26-27 24-25 22-23	<ul style="list-style-type: none"> <li>• Good accuracy</li> <li>• Good rhythmic consistency</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate technique</li> </ul>	91-97 84-90 77-83	<ul style="list-style-type: none"> <li>• Good musicality</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good rapport with ensemble</li> </ul>
20-21 18-19 16-17	<ul style="list-style-type: none"> <li>• Fair accuracy</li> <li>• Fair rhythmic consistency</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate technique</li> </ul>	70-76 63-69 56-62	<ul style="list-style-type: none"> <li>• Fair musicality</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fair rapport with ensemble</li> </ul>
11-15 5-10 0-4	<ul style="list-style-type: none"> <li>• Poor accuracy</li> <li>• Poor rhythmic consistency</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate technique</li> </ul>	38-55 19-37 0-18	<ul style="list-style-type: none"> <li>• Poor musicality</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor rapport with ensemble</li> </ul>

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - IMPROVISATION

Control of the Performing Medium	Chosen Music & Standard of Performance	Group
1. <b>Pitch</b> - accuracy and consistency 2. <b>Rhythm</b> – accuracy and consistency 3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Intonation</li> <li>Control of sound production</li> <li>Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)	1. Do they make a <b>noticeable</b> contribution to the overall sound (including balance) 2. Do they contribute <b>musically</b> to the interpretation as appropriate to the genre? 3. Can the candidate hold their line? 4. Do they relate <b>musically</b> ( <b>not visually</b> ) with the other members of the group?

## Higher Level Elective (one activity) – Improvisation (200 marks)

**HE1**

Six songs/pieces demonstrating three types of improvisation (melodic/rhythmic/harmonic/mood) or a combination  
+ one unprepared test (aural memory/sight-reading/improvisation)

NB: It is the candidate's ability to present a controlled musical performance in this medium that is assessed and **not** the quality of their improvisation.

I Control of the Medium (40)		II Chosen Music and Standard of Performance (140)		
Mark	Description	Mark	Solo Improvisation	Group Improvisation
39-40 36-38 34-35	<ul style="list-style-type: none"> <li>Excellent pitch</li> <li>Excellent rhythm</li> <li>Excellent appropriate manual/technical dexterity</li> <li>Excellent appropriate tone quality</li> </ul>	134-140 126-133 119-125	<ul style="list-style-type: none"> <li>Excellent musical performance</li> <li>Excellent interpretation</li> <li>Completely confident performance</li> <li>Excellent musical communication</li> </ul>	<ul style="list-style-type: none"> <li>Excellent input to musical balance of group</li> <li>Excellent contribution to the group interpretation</li> <li>Excellent and completely confident at holding line</li> <li>Excellent musical interaction and awareness</li> </ul>
32-33 30-31 28-29	<ul style="list-style-type: none"> <li>Very good pitch</li> <li>Very good rhythm</li> <li>Very good appropriate manual/technical dexterity</li> <li>Very good appropriate tone quality</li> </ul>	112-118 105-111 98-104	<ul style="list-style-type: none"> <li>Very musical performance</li> <li>Very good interpretation</li> <li>Very confident performance</li> <li>Very good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>Very good input to musical balance of group</li> <li>Very good contribution to the group interpretation</li> <li>Very confident and very good at holding line</li> <li>Very good interaction and awareness</li> </ul>
26-27 24-25 22-23	<ul style="list-style-type: none"> <li>Good pitch</li> <li>Good rhythm</li> <li>Good appropriate manual/technical dexterity</li> <li>Good appropriate tone quality</li> </ul>	91-97 84-90 77-83	<ul style="list-style-type: none"> <li>Good musical performance</li> <li>Good interpretation</li> <li>Confident performance</li> <li>Good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>Good input to musical balance of group</li> <li>Good contribution to the group interpretation</li> <li>Confident and good at holding line</li> <li>Good interaction and awareness</li> </ul>
20-21 18-19 16-17	<ul style="list-style-type: none"> <li>Fair pitch</li> <li>Fair rhythm</li> <li>Fair appropriate manual/technical dexterity</li> <li>Fair appropriate tone quality</li> </ul>	70-76 63-69 56-62	<ul style="list-style-type: none"> <li>Fairly musical performance</li> <li>Fairly good interpretation</li> <li>Fairly confident performance</li> <li>Fairly good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>Fairly good input to musical balance of group</li> <li>Fairly good contribution to the group interpretation</li> <li>Fairly confident and fairly good at holding line</li> <li>Fairly good interaction and awareness</li> </ul>
11-15 5-10 0-4	<ul style="list-style-type: none"> <li>Poor pitch</li> <li>Poor rhythm</li> <li>Poor appropriate manual/technical dexterity</li> <li>Poor appropriate tone quality</li> </ul>	38-55 19-37 0-18	<ul style="list-style-type: none"> <li>Poor musical performance</li> <li>Poor interpretation</li> <li>Poor level of confidence</li> <li>Poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>Poor input to musical balance of group</li> <li>Poor contribution to the group interpretation</li> <li>Poor level of confidence and poor at holding line</li> <li>Poor interaction and awareness</li> </ul>

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59



## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - SOLO OR GROUP PERFORMANCE

Control of the Performing Medium	Chosen Music & Standard of Performance	Group
1. <b>Pitch</b> - accuracy and consistency 2. <b>Rhythm</b> – accuracy and consistency 3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Intonation</li> <li>Control of sound production</li> <li>Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)	1. Do they make a <b>noticeable</b> contribution to the overall sound (including balance) 2. Do they contribute <b>musically</b> to the interpretation as appropriate to the genre? 3. Can the candidate hold their line? 4. Do they relate <b>musically</b> ( <b>not visually</b> ) with the other members of the group?

## Higher Level Elective (two activities) – Solo or Group Performance (200 marks)

**HE2**

Four songs/pieces in **each** activity + one unprepared test

I Control of the Medium (20)		II Chosen Music and Standard of Performance (70)		
Mark	Description	Mark	Solo performing	Group performing
20 18-19 17	<ul style="list-style-type: none"> <li>• Very good pitch</li> <li>• Very good rhythm</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate tone quality</li> </ul>	68-70 64-67 60-63	<ul style="list-style-type: none"> <li>• Very musical performance</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very good input to musical balance of group</li> <li>• Very good contribution to the group interpretation</li> <li>• Very confident and very good at holding line</li> <li>• Very good interaction and awareness</li> </ul>
16 15 14	<ul style="list-style-type: none"> <li>• Good pitch</li> <li>• Good rhythm</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate tone quality</li> </ul>	56-59 52-55 49-51	<ul style="list-style-type: none"> <li>• Good musical performance</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Good input to musical balance of group</li> <li>• Good contribution to the group interpretation</li> <li>• Confident and good at holding line</li> <li>• Good interaction and awareness</li> </ul>
13 12 11	<ul style="list-style-type: none"> <li>• Fair pitch</li> <li>• Fair rhythm</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate tone quality</li> </ul>	46-48 42-45 39-41	<ul style="list-style-type: none"> <li>• Fairly musical performance</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fairly good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly good input to musical balance of group</li> <li>• Fairly good contribution to the group interpretation</li> <li>• Fairly confident and fairly good at holding line</li> <li>• Fairly good interaction and awareness</li> </ul>
10 9 8	<ul style="list-style-type: none"> <li>• Poor pitch</li> <li>• Poor rhythm</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate tone quality</li> </ul>	36-38 32-35 28-31	<ul style="list-style-type: none"> <li>• Poor musical performance</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Poor input to musical balance of group</li> <li>• Poor contribution to the group interpretation</li> <li>• Poor level of confidence and poor at holding line</li> <li>• Poor interaction and awareness</li> </ul>
6-7 3-5 0-2	<ul style="list-style-type: none"> <li>• Very poor pitch</li> <li>• Very poor rhythm</li> <li>• Very poor appropriate manual/technical dexterity</li> <li>• Very poor appropriate tone quality</li> </ul>	19-27 9-18 0-8	<ul style="list-style-type: none"> <li>• Very poor musical performance</li> <li>• Very poor interpretation</li> <li>• Very poor level of confidence</li> <li>• Very poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very poor input to musical balance of group</li> <li>• Very poor contribution to the group interpretation</li> <li>• Very poor level of confidence and poor at holding line</li> <li>• Very poor interaction and awareness</li> </ul>

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm  <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material  <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING – SOLO SINGING TO OWN ACCOMPANIMENT

Control of the Performing Medium	Chosen Music & Standard of Performance
1. <b>Pitch</b> - accuracy and consistency  2. <b>Rhythm</b> – accuracy and consistency  3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Intonation</li> <li>Control of sound production</li> <li>Technical security</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>- feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>- lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>- tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)

## Higher Level Elective (two activities) – Solo Singing to Own Accompaniment (200 marks)

Four songs/pieces in **each** activity + one unprepared test

<b>HE2</b>
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I Control of the Medium (20)		II Chosen Music and Standard of Performance (70)	
Mark	Description	Mark	Description
20 18-19 17	<ul style="list-style-type: none"> <li>• Very good pitch in voice and accompaniment</li> <li>• Very good rhythm in voice and accompaniment</li> <li>• Very good appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Very good appropriate tone quality in voice and accompaniment</li> </ul>	68-70 64-67 60-63	<ul style="list-style-type: none"> <li>• Very musical performance overall (including balance between voice and accompaniment)</li> <li>• Very good interpretation overall</li> <li>• Very confident performance overall</li> <li>• Very good musical communication</li> </ul>
16 15 14	<ul style="list-style-type: none"> <li>• Good pitch in voice and accompaniment</li> <li>• Good rhythm in voice and accompaniment</li> <li>• Good appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Good appropriate tone quality in voice and accompaniment</li> </ul>	56-59 52-55 49-51	<ul style="list-style-type: none"> <li>• Good musical performance overall (including balance between voice and accompaniment)</li> <li>• Good interpretation overall</li> <li>• Confident performance overall</li> <li>• Good musical communication</li> </ul>
13 12 11	<ul style="list-style-type: none"> <li>• Fair pitch in voice and accompaniment</li> <li>• Fair rhythm in voice and accompaniment</li> <li>• Fair appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Fair appropriate tone quality in voice and accompaniment</li> </ul>	46-48 42-45 39-41	<ul style="list-style-type: none"> <li>• Fairly musical performance overall (including balance between voice and accompaniment)</li> <li>• Fairly good interpretation overall</li> <li>• Fairly confident performance overall</li> <li>• Fairly good musical communication</li> </ul>
10 9 8	<ul style="list-style-type: none"> <li>• Poor pitch in voice and accompaniment</li> <li>• Poor rhythm in voice and accompaniment</li> <li>• Poor appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Poor appropriate tone quality in voice and accompaniment</li> </ul>	36-38 32-35 28-31	<ul style="list-style-type: none"> <li>• Poor musical performance overall (including balance between voice and accompaniment)</li> <li>• Poor interpretation overall</li> <li>• Poor level of confidence overall</li> <li>• Poor musical communication</li> </ul>
6-7 3-5 0-2	<ul style="list-style-type: none"> <li>• Very poor pitch in voice and accompaniment</li> <li>• Very poor rhythm in voice and accompaniment</li> <li>• Very poor appropriate manual/technical dexterity in voice and accompaniment</li> <li>• Very poor appropriate tone quality in voice and accompaniment</li> </ul>	19-27 9-18 0-8	<ul style="list-style-type: none"> <li>• Very poor musical performance overall (including balance between voice and accompaniment)</li> <li>• Very poor interpretation overall</li> <li>• Very poor level of confidence overall</li> <li>• Very poor musical communication</li> </ul>

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1. Accuracy</b> - pitch and rhythm  <b>2. Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material  <b>3. Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - TECHNOLOGY

Control of the Performing Medium	Chosen Music & Standard of Performance
<b>1. Note accuracy</b> (pitch and rhythm)  <b>2. Appropriate manual/technical dexterity:</b> <ul style="list-style-type: none"> <li>Appropriate technical fluency</li> </ul>	<b>1. Musical outcome</b> (NB <b>before</b> edits): <ul style="list-style-type: none"> <li>Choice of sounds</li> <li>Balance between tracks</li> </ul> <b>2. Confident performance of tasks:</b> <ul style="list-style-type: none"> <li>Inputting</li> <li>Edits, print/record, save and retrieve</li> </ul> <b>3. Understanding of system</b> <ul style="list-style-type: none"> <li>Setting up score</li> <li>Appropriate understanding of software or MIDI system</li> </ul>

## Higher Level Elective (two activities) – Technology (200 marks)

One score of four parts/two scores of two parts + three edits + one unprepared test

<b>HE2T</b>
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I Control of the Medium (20)		II Chosen Music and Standard of Performance (70)	
Mark	Description	Mark	Description
20 18-19 17	<ul style="list-style-type: none"> <li>• Very good pitch</li> <li>• Very good rhythm</li> <li>• Very good appropriate manual/technical dexterity</li> </ul>	68-70 64-67 60-63	<ul style="list-style-type: none"> <li>• Very good musical outcome (<b>before</b> edits)</li> <li>• Very confident inputting</li> <li>• Edits, printing/recording, save, close and retrieve successful and very confident</li> <li>• Very good understanding of system</li> </ul>
16 15 14	<ul style="list-style-type: none"> <li>• Good pitch</li> <li>• Good rhythm</li> <li>• Good appropriate manual/technical dexterity</li> </ul>	56-59 52-55 49-51	<ul style="list-style-type: none"> <li>• Good musical outcome (<b>before</b> edits)</li> <li>• Confident inputting</li> <li>• Edits, printing/recording, save, close and retrieve successful and confident.</li> <li>• Good understanding of system</li> </ul>
13 12 11	<ul style="list-style-type: none"> <li>• Fair pitch</li> <li>• Fair rhythm</li> <li>• Fair appropriate manual/technical dexterity</li> </ul>	46-48 42-45 39-41	<ul style="list-style-type: none"> <li>• Fairly musical outcome (<b>before</b> edits)</li> <li>• Fairly confident inputting</li> <li>• Fairly successful and confident editing, printing/recording, save, close and retrieve.</li> <li>• Fair understanding of system</li> </ul>
10 9 8	<ul style="list-style-type: none"> <li>• Poor pitch</li> <li>• Poor rhythm</li> <li>• Poor appropriate manual/technical dexterity</li> </ul>	36-38 32-35 28-31	<ul style="list-style-type: none"> <li>• Poor musical outcome (<b>before</b> edits)</li> <li>• Poor level of confidence inputting</li> <li>• Poor level of success and confidence editing, printing/recording, save, close and retrieve</li> <li>• Poor understanding of system</li> </ul>
6-7 3-5 0-2	<ul style="list-style-type: none"> <li>• Very poor pitch</li> <li>• Very poor rhythm</li> <li>• Very poor appropriate manual/technical dexterity</li> </ul>	19-27 9-18 0-8	<ul style="list-style-type: none"> <li>• Very poor musical outcome (<b>before</b> edits)</li> <li>• Very poor level of confidence inputting</li> <li>• Very poor level of success and confidence editing, printing/recording, save, close &amp; retrieve</li> <li>• Very poor understanding of system</li> </ul>

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59

## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - CONDUCTING

Control of the Performing	Chosen Music and Standard of Performance
<b>1. Accuracy:</b> <ul style="list-style-type: none"> <li>Beat (as per time signature)</li> <li>Indication of entries</li> </ul> <b>2. Rhythmic consistency,</b> including pulse.	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Ability to shape phrases</li> <li>Ability to shape dynamics/musical expression, as appropriate</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>- feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>- lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>- phrasing, expression</li> </ul> </li> </ul> <b>3. Rapport with ensemble</b>
<b>3. Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Technical security</li> <li>Fluency of the music</li> </ul> <b>4. Technique</b> as appropriate to performing medium and style of music	

## Higher Level Elective (two activities) –Conducting (200 marks)

Four songs/pieces + One unseen score + one Unprepared Test

**HE2**

Mark	I Control of the Performing (20)	Mark	II Chosen Music and Standard of Performance (70)
20 18-19 17	<ul style="list-style-type: none"> <li>• Very good accuracy</li> <li>• Very good rhythmic consistency</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate technique</li> </ul>	68-70 64-67 60-63	<ul style="list-style-type: none"> <li>• Very good musicality</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good rapport with ensemble</li> </ul>
16 15 14	<ul style="list-style-type: none"> <li>• Good accuracy</li> <li>• Good rhythmic consistency</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate technique</li> </ul>	56-59 52-55 49-51	<ul style="list-style-type: none"> <li>• Good musicality</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good rapport with ensemble</li> </ul>
13 12 11	<ul style="list-style-type: none"> <li>• Fair accuracy</li> <li>• Fair rhythmic consistency</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate technique</li> </ul>	46-48 42-45 39-41	<ul style="list-style-type: none"> <li>• Fair musicality</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fair rapport with ensemble</li> </ul>
10 9 8	<ul style="list-style-type: none"> <li>• Poor accuracy</li> <li>• Poor rhythmic consistency</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate technique</li> </ul>	36-38 32-35 28-31	<ul style="list-style-type: none"> <li>• Poor musicality</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor rapport with ensemble</li> </ul>
6-7 3-5 0-2	<ul style="list-style-type: none"> <li>• Very poor accuracy</li> <li>• Very poor rhythmic consistency</li> <li>• Very poor appropriate manual/technical dexterity</li> <li>• Very poor appropriate technique</li> </ul>	19-27 9-18 0-8	<ul style="list-style-type: none"> <li>• Very poor musicality</li> <li>• Very poor interpretation</li> <li>• Very poor level of confidence</li> <li>• Very poor rapport with ensemble</li> </ul>

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59



## III - Unprepared Tests

Assessment Criteria	Mark	Sight Reading	Aural Memory	Improvisation
<b>1) Accuracy</b> - pitch and rhythm <b>2) Choice and control of tempo</b> Sight-reading - tempo mark Aural memory - recording Improvisation - given material <b>3) Overall musical sense</b> Continuity & Pulse  <b>NB:</b> Distinguish between rhythmic inaccuracy and lack of continuity	20	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Excellent development of given material</li> </ul>
	18-19	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent choice and control of tempo</li> </ul>
	17	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Excellent overall musical sense</li> </ul>
	16	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Very good development of given material</li> </ul>
	15	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Very good choice and control of tempo</li> </ul>
	14	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Very good overall musical sense</li> </ul>
	13	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Good development of given material</li> </ul>
	12	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Good choice and control of tempo</li> </ul>
	11	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Good overall musical sense</li> </ul>
	10	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Fair development of given material</li> </ul>
	9	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Fair choice and control of tempo</li> </ul>
	8	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Fair overall musical sense</li> </ul>
	6-7	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor pitch and/or rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Poor development of given material</li> </ul>
	3-5	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice and control of tempo</li> </ul>
	0-2	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>	<ul style="list-style-type: none"> <li>Poor overall musical sense</li> </ul>

## ASSESSMENT CRITERIA FOR PERFORMING - IMPROVISATION

Control of the Performing Medium	Chosen Music & Standard of Performance	Group
1. <b>Pitch</b> - accuracy and consistency 2. <b>Rhythm</b> – accuracy and consistency 3. <b>Appropriate manual/technical dexterity.</b> <ul style="list-style-type: none"> <li>Control of sound production</li> <li>Technical security</li> <li>Intonation</li> </ul> 4. <b>Tone quality</b> as appropriate to style and medium	<b>1. Musicality:</b> <ul style="list-style-type: none"> <li>Phrasing, breathing, expression <b>as appropriate to style</b></li> <li>Dynamic requirements <b>as appropriate to style</b></li> <li>Articulation / Enunciation</li> <li>Intonation</li> </ul> <b>2. Interpretation:</b> Sense and understanding of style, e.g.: <ul style="list-style-type: none"> <li>Popular style               <ul style="list-style-type: none"> <li>feel for words &amp; rhythm</li> </ul> </li> <li>Traditional style               <ul style="list-style-type: none"> <li>lilting rhythm</li> </ul> </li> <li>Classical style               <ul style="list-style-type: none"> <li>tone, phrasing, expression</li> </ul> </li> </ul> <b>3. Musical communication</b> (NB of the <b>music</b> – does the <b>music</b> communicate?)	1. Do they make a <b>noticeable</b> contribution to the overall sound (including balance) 2. Do they contribute <b>musically</b> to the interpretation as appropriate to the genre? 3. Can the candidate hold their line? 4. Do they relate <b>musically</b> ( <b>not visually</b> ) with the other members of the group?

## Higher Level Elective (two activities) – Improvisation (200 marks)

**HE2**

Four songs/pieces demonstrating one type of improvisation (melodic/rhythmic/harmonic/mood) or a combination

+ One unprepared test (aural memory/sight-reading/improvisation)

NB: It is the candidate's ability to present a controlled musical performance in this medium that is assessed and **not** the quality of their improvisation.

I Control of the Medium (20)		II Chosen Music and Standard of Performance (70)		
Mark	Description	Mark	Solo Improvisation	Group Improvisation
20 18-19 17	<ul style="list-style-type: none"> <li>• Very good pitch</li> <li>• Very good rhythm</li> <li>• Very good appropriate manual/technical dexterity</li> <li>• Very good appropriate tone quality</li> </ul>	68-70 64-67 60-63	<ul style="list-style-type: none"> <li>• Very musical performance</li> <li>• Very good interpretation</li> <li>• Very confident performance</li> <li>• Very good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very good input to musical balance of group</li> <li>• Very good contribution to the group interpretation</li> <li>• Very confident and very good at holding line</li> <li>• Very good interaction and awareness</li> </ul>
16 15 14	<ul style="list-style-type: none"> <li>• Good pitch</li> <li>• Good rhythm</li> <li>• Good appropriate manual/technical dexterity</li> <li>• Good appropriate tone quality</li> </ul>	56-59 52-55 49-51	<ul style="list-style-type: none"> <li>• Good musical performance</li> <li>• Good interpretation</li> <li>• Confident performance</li> <li>• Good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Good input to musical balance of group</li> <li>• Good contribution to the group interpretation</li> <li>• Confident and good at holding line</li> <li>• Good interaction and awareness</li> </ul>
13 12 11	<ul style="list-style-type: none"> <li>• Fair pitch</li> <li>• Fair rhythm</li> <li>• Fair appropriate manual/technical dexterity</li> <li>• Fair appropriate tone quality</li> </ul>	46-48 42-45 39-41	<ul style="list-style-type: none"> <li>• Fairly musical performance</li> <li>• Fairly good interpretation</li> <li>• Fairly confident performance</li> <li>• Fairly good musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly good input to musical balance of group</li> <li>• Fairly good contribution to the group interpretation</li> <li>• Fairly confident and fairly good at holding line</li> <li>• Fairly good interaction and awareness</li> </ul>
10 9 8	<ul style="list-style-type: none"> <li>• Poor pitch</li> <li>• Poor rhythm</li> <li>• Poor appropriate manual/technical dexterity</li> <li>• Poor appropriate tone quality</li> </ul>	36-38 32-35 28-31	<ul style="list-style-type: none"> <li>• Poor musical performance</li> <li>• Poor interpretation</li> <li>• Poor level of confidence</li> <li>• Poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Poor input to musical balance of group</li> <li>• Poor contribution to the group interpretation</li> <li>• Poor level of confidence and poor at holding line</li> <li>• Poor interaction and awareness</li> </ul>
6-7 3-5 0-2	<ul style="list-style-type: none"> <li>• Very poor pitch</li> <li>• Very poor rhythm</li> <li>• Very poor appropriate manual/technical dexterity</li> <li>• Very poor appropriate tone quality</li> </ul>	19-27 9-18 0-8	<ul style="list-style-type: none"> <li>• Very poor musical performance</li> <li>• Very poor interpretation</li> <li>• Very poor level of confidence</li> <li>• Very poor musical communication</li> </ul>	<ul style="list-style-type: none"> <li>• Very poor input to musical balance of group</li> <li>• Very poor contribution to the group interpretation</li> <li>• Very poor level of confidence and very poor at holding line</li> <li>• Very poor interaction and awareness</li> </ul>

### KEY TO GRADES

HLE	H1	H2	H3	H4	H5	H6	H7	H8
	180-200	160-179	140-159	120-139	100-119	80-99	60-79	0-59



