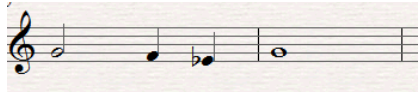



General Notes to Examiners

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.

Question 1 – 25 marks		
Romeo and Juliet Fantasy Overture by Tchaikovsky Excerpt 1 - Bars 302 – 320		
(i)	The Friar Lawrence Theme	1
(ii)	Development	2
(iii)	Explanation of antiphonal dialogue For example: two groups playing alternately, one answering the other	1
	Reference to how antiphonal dialogue is heard in the excerpt For example: In this excerpt it (the antiphonal dialogue) is between brass & woodwind instruments	2
(iv)	4 missing notes, rhythm and pitch 0.5 for each correct rhythm 0.5 for each correct pitch. 	2 2
Excerpt 2 - Bars 335 – 350		
Two differences (examples):		3 + 3
This Excerpt	Excerpt 1	
melody/theme on trumpet(s)	melody/theme on French horn	
The fragment from the Strife theme heard in this excerpt is different (describe rhythm).	The fragment from the Strife theme heard in this excerpt is based on a dotted rhythm figure.	
The fragment from the Strife theme is heard in almost all parts of the orchestra (other than trumpets who have the melody).	The fragment from the Strife theme is only heard in vln 2.	
The dynamics are very loud / <i>ff</i> .	The dynamics are softer / <i>p</i> .	
There are more instruments playing (for example), there are cymbals / timpani / or this excerpt is played <i>tutti</i>	There are fewer instruments playing here (for example) there are no cymbals / timpani / percussion	
The texture is fuller here + explain why .	The texture is more sparse + explain why	
This excerpt contains a passage of (rushing) semi-quavers / scales on strings.	There is no similar passage in Excerpt 1.	
No antiphonal dialogue	There is antiphonal dialogue in Excerpt 1.	
Up to 3 marks each for two valid descriptions of differences between Excerpt 1 and Excerpt 2. Answers must make specific reference to the music heard in both excerpts. Partially correct answer = 1.5 Reference to one section only = 0		

Excerpt 3 - Bars 353 – 367		
(i)	trumpet, flute & violins	1
(ii)	minor	1
(iii)	<p>1 mark for each of two valid features of the music heard in the excerpt. Answers may refer to features of: melody / theme; rhythm; accompaniment; texture; tonality</p> <p>For example: The music is performed <i>ff</i> / very loud; fast/<i>allegro</i>; The melody is played by flute / trumpet/ violins (l); There are cymbal crashes; All the instruments play (the same rhythm) (at the start and end of the excerpt); There are (rising) scales; There are (high) repeated notes; There is a descending scale (on strings, at the end of the excerpt);</p>	1 + 1
Excerpt 4 - Bars 367 - 388		
(i)		1
(ii)	<p>Up to 2 marks for each of two valid descriptions of the music which follows the music in this excerpt (allow bars 389 -396, i.e. the first part of the Love Theme).</p> <p>Answers may refer to features of: melody / theme; rhythm; accompaniment; texture;</p>	2 + 2

Question 2 – 10 marks		
Bohemian Rhapsody by Freddy Mercury Introduction, Bars 1 - 16 of the song		
(i)	<p>repeated notes/monotonal ; close/4-part harmony; unaccompanied/a cappella vocals; overdubbing/ multi-tracking/layering; (i.e. features of the vocal lines themselves or how they are sung)</p> <p>in church style = 0 barbershop quartet style = 0</p> <p>Any two correct identifications of features which can be heard in the vocal parts</p>	1+1
(ii)	<p>(broken/spread) chords played on the piano; correct reference to chords used / harmony;</p> <p>Up 2 to marks for one valid description</p>	2
(iii)	chromatic movement	1
(iv)	<p>1 mark for a valid identification (the word) 1 mark for a valid description of word painting at that point, for example:</p> <p>flanged cymbal (1) to illustrate 'wind (blows)'(1) flanging = 1 cymbal (without elaboration) = 0</p>	1+1
(v)	<p>Up to 1.5 marks for each of two descriptions of two valid differences between the music in this excerpt and the music in the operatic section of <i>Bohemian Rhapsody</i>. Answers must refer to both sections.</p> <p>Partially correct statement = 1 Reference to one section only = 0</p>	1.5 + 1.5

Question 3 – 10 marks		
Piano Quartet No.1 by Gerald Barry Bars 140 - 169		
(i)	viola cello Extra incorrect instrument will cancel a correct instrument Moderately soft without vibrato (full explanation required for 1m)	0.5 0.5 1
(ii)	3/8 (bar 4) 3/4 (bar 5)	0.5 0.5
(iii)	Up to 2 marks for one valid description of the texture of music heard in the excerpt. For example: The texture is polyphonic. There is a melody (vla) and counter melody (vc). The texture is sparse/thin, there are only two instruments /layers. NB Reference to polyphonic and counter melody not necessary for full marks.	2
(iv)	Up to 1.5 marks for each of two valid descriptions of two differences between the music in this excerpt (bars 140 – 169) and the first time it is presented in this quartet (bars 108 – 139). For example:	1.5 + 1.5
	This excerpt (140-169)	
	The earlier section (108-139)	
	The parts played by vln & vla in the earlier section are now played by vla & vc	
	Some of the intervals from the first presentation have been stretched / increased (wedged) in this excerpt	
	There is wedging in this excerpt	
	There is no wedging in this excerpt.	
	The music is played by vla and vc only	
	The music is played by vln, vla and vc. Piano is added in the second half.	
	The dynamics remain <i>mp</i> throughout the excerpt	
	The dynamics change from <i>mf</i> to <i>ff</i> (when the piano enters)	
	This excerpt is <i>espressivo</i> throughout	
	The second half is played <i>roughly, savagely</i>	
	The music in this excerpt is played at a lower pitch than when first presented.	
	No key centre predominates	
	The tonality is centered around A flat	
	There are no harmonics in this excerpt.	
	There are harmonics (on vc).	
	Vla and vc here but there are more instruments in the earlier section = 1 Partially correct statement = 1	
(v)	Up to 2 marks for one valid description of one feature. Answers must refer to the music in the Piano Quartet No.1 For example: <i>structure/excursive nature of Barry's music</i> ; instrumental techniques; changing time-signatures; polymetry; tonality; use of Irish tunes; augmentation; retrograde; inversion; telescoping; use of tempo; extremes of register; use of octaves; hand clusters; Answers may not refer to texture. Identification of feature (1) + elaboration (not definition) (1). Elaboration is <i>where</i> the feature is heard or <i>how</i> it is used in the quartet.	2


Question 4 – 10 marks		
Cantata No.78, Jesu Der Du Meine Seele by J.S. Bach, Movement 5 Excerpt 1, Bars 1 – 7 Excerpt 2, Bars 8 – 9		
(i)	bass Allow baritone (1m)	1
(ii)	Any two valid features of the vocal line (i.e of the music itself or how it is sung) For example: wide leaps/intervals; upward leaps; wide range; augmented intervals; descending triad/arpeggio (Eb major); downward leaps; repeated notes; tritone; sung with free rhythm; mainly syllabic; ornamentation/grace notes/appoggiatura; speech-like singing/declamatory in style; melisma/trills/acciaccatura = 0 word-painting = 0	1.5 + 1.5
(iii)	Any one valid feature of the accompaniment. Full statement must be correct. For example: Pedal note (in continuo); (long) sustained notes (in continuo/ strings); block chords; Figured bass = 0	1
(iv)	Perfect Final = 0 Roman numerals = 0	1
(v)	recitative Explanation of recitative or an explanation of recitative as it applies to this movement. The correct box must be ticked in order for marks to be awarded for description	1 1
(vi)	<i>When sounds the dreaded Judgement Knell, the curse that sends the damned to hell</i> (Eulenberg; translation by Henry S.Drinker) Up to 2 marks for a description of how this is achieved in the music. For example: tonality changes to/references minor (g minor); descending chord; now forte (or accurate reference to dynamics); now vivace (or accurate reference to tempo); dramatic (with) repeated notes (in strings); accurate reference to lyrics (why); Features of the vocal line which make it sound dramatic (repeated notes; rising arpeggio at start of this excerpt; texture is different;) There is a change in text (without elaboration). = 1	2

Question 5 – 25 marks			
Patsy Ó Ceannabháin Fear Múinte Mánla Excerpt 1 - An Bonnán Buí (one verse)			
(i)	Sean-nós		1
(ii)	<p>sung solo; unaccompanied; sung with ornamentation; nasal tone; sung with free rhythm;</p> <p>Three features of sean-nós singing as heard in the excerpt</p> <p>Features of the music/lyrics (sung in Irish/ wide range) =0</p>		1+1+1
(iii)	AABA		1
Excerpt 2 - The Chieftains, Carolan's Concerto			
(i)	harp(s), uilleann pipes, tinwhistle, flute, fiddle 3 different instruments in any order.		0.5 + 0.5 + 0.5
(ii)	repeated last note		0.5
(iii)	Any two correct features of Baroque music which can be heard in the excerpt: use of sequences; cadences; (terraced) dynamics; very structured; reference to texture; ornamentation; homophonic; strict rhythm/tempo;		1+1
Excerpt 3 - The Chieftains, Lots Of Drops Of Brandy			
Dance 1	(single/double) jig;	6/8 bar of rhythm	1 + 0.5 + 0.5 = 2
Dance 2	reel;	4/4 or 2/2 or 2/4 bar of rhythm	1 + 0.5 + 0.5 = 2
Dance 3	slip/hop jig;	9/8; bar of rhythm	1 + 0.5 + 0.5 = 2

5B	Up to 10 marks for quality of answers and knowledge of topic chosen.		10
	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	

Clarifications:

- (i) Accept any aspect of songs **or** sean-nós **or** a combination of both.
- (iii) Answers must refer to a group/band (i.e. not a composer or solo performer)

Question 6 – 20 marks		
Excerpt 1 - E.T Flying Theme by John Williams		
(i)	repeated notes; rising woodwind scales; <i>pizzicato</i> ; syncopation Any two correct answers	2+2
Excerpt 2 - E.T Flying Theme by John Williams		
(i)	 0.5m for each correct melody note.	2.5
(ii)	3/2	1.5
(iii)	Up to 2 marks each for a valid description of two features of the accompaniment in this excerpt. For example: ascending and descending (woodwind) scales; use of triangle + elaboration; use of harp+elaboration; woodwind figures (bird-like);	2+2

Element		Descriptors	Mark	Tot.
Paper	1	Name of topic	-	100
	2-4	<ul style="list-style-type: none"> Excellent awareness and detailed knowledge of musical features of topic. Excellent reference to all ten musical excerpts on the accompanying audio recording which illustrate the feature(s) discussed. Excellent research evident, with excellent personal response. <i>Excellent sources and reference to pieces of music/composer/performer.</i> 	85 - 100	
		<ul style="list-style-type: none"> Very good awareness and detailed knowledge of musical features of topic. Very good reference to all ten musical excerpts on the accompanying audio recording which illustrate the feature(s) discussed. Very well researched, with very good personal response. <i>Very good sources and reference to pieces of music/composer/performer.</i> 	70 - 84	
		<ul style="list-style-type: none"> Good knowledge of musical features of chosen topic, but lacking in detail. Good reference to all/some of the musical excerpts on the accompanying audio recording which broadly illustrate the feature(s) discussed. Good research in evidence with good personal response. <i>Good sources and good reference to pieces of music/composer/performer.</i> 	55 - 69	
		<ul style="list-style-type: none"> Some general points on topic, but lacking in detail. Choice of topic too broad to allow for appropriate detailed and personal response. Some reference to all/some of the musical features of topic and to musical recordings. 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> 	40 - 54	
		<ul style="list-style-type: none"> Generally inadequate response to chosen topic. Little or no evidence of research or personal response. Little or no reference to musical features of topic Little or no reference to musical recordings. <i>Inadequate sources listed and inadequate reference to pieces of music/composer/performer.</i> 	25 - 39	
		Very little response to chosen topic in evidence.	10 - 24	
		No response to chosen topic in evidence.	0 - 9	

Refer to the Leaving Certificate Music Syllabus – page 12 – 2.3.5

Higher Level Marking Schemes

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level (One Activity) – Solo/Group Performance (100 marks)

Three songs/pieces presented and performed and one unseen test

H1

I Control of the Medium (20)		II Chosen Music & Standard of Performance (60)				
Note accuracy Rhythmic consistency Manual/technical dexterity Appropriate tone quality		Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability				
		Mk	Group <i>ensemble – interaction & balance</i>	Classical <i>tone – phrasing - dynamics</i>	Popular <i>feel for style</i>	Traditional <i>lilting feel</i>
18-20 17	<ul style="list-style-type: none">Excellent pitch (incl. intonation)Excellent rhythmExcellent control of sound (production)Excellent tone quality	54-60 51-53 <ul style="list-style-type: none">Excellent at holding lineExcellent member of ensembleExcellent input to musical balance of groupExcellent interaction and awareness	<ul style="list-style-type: none">Excellent musical performanceCompletely confident performanceExcellent phrasingExcellent attention to dynamics	<ul style="list-style-type: none">Excellent musical performanceCompletely confident performanceExcellent sense of popular style (melodic & rhythmic)Excellent feel for words & rhythm	<ul style="list-style-type: none">Excellent musical performanceCompletely confident performanceExcellent sense of styleExcellent, lilting rhythm	
16 15 14	<ul style="list-style-type: none">Very good pitch (incl. intonation)Very good rhythmVery good control of sound (production)Very good tone quality	48-50 45-47 42-44 <ul style="list-style-type: none">Holds line very wellVery strong member of groupMakes a positive input to musical balance of groupVery good interaction and awareness	<ul style="list-style-type: none">Very musical performanceVery confident performanceVery good phrasingVery good attention to dynamics	<ul style="list-style-type: none">Very musical performanceVery confident performanceVery good sense of popular style (melodic & rhythmic)Very good feel for words & rhythm	<ul style="list-style-type: none">Very musical performanceVery confident performanceVery good sense of styleConsistent, lilting rhythm	
13 12 11	<ul style="list-style-type: none">Good pitch (incl. intonation)Good rhythmGood control of sound productionGood tone quality	39-41 36-38 33-35 <ul style="list-style-type: none">Holds line wellStrong member of groupSome imbalance (too loud/soft for group)Good interaction and awareness	<ul style="list-style-type: none">Good musical performanceConfident performanceGood phrasingGood attention to dynamics	<ul style="list-style-type: none">Good musical performanceConfident performanceGood sense of popular style (melodic & rhythmic)Good feel for words and/or rhythm	<ul style="list-style-type: none">Good musical performanceConfident performanceGood sense of stylerhythm lacks “lilt”	
10 9 8	<ul style="list-style-type: none">Fair pitch (incl. intonation)Fair rhythmFair control of sound productionFair tone quality	30-32 27-29 24-26 <ul style="list-style-type: none">Holds line fairly wellPassive member of groupFair sense of balanceFair interaction and awareness	<ul style="list-style-type: none">Fairly musical performanceFairly confident performanceFairly good phrasingFairly good attention to dynamics	<ul style="list-style-type: none">Fairly musical performanceFairly confident performanceFairly good sense of popular style (melodic & rhythmic)Fairly good feel for words and/or rhythm	<ul style="list-style-type: none">Fairly musical performanceFairly confident performanceFair sense of styleRhythm lacks fluency	
5-7 2-4 0-1	<ul style="list-style-type: none">Poor pitch (incl. intonation)Poor rhythmPoor control of sound productionPoor tone quality	15-23 6-14 0-5 <ul style="list-style-type: none">Poor at holding linePoor contribution to the groupPoor sense of balancePoor interaction or awareness	<ul style="list-style-type: none">Poor musical performancePoor level of confidencePoor sense of phrasingPoor attention to dynamics	<ul style="list-style-type: none">Poor musical performancePoor level of confidencePoor sense of pop stylePoor feel for words/rhythm	<ul style="list-style-type: none">Poor musical performancePoor level of confidencePoor sense of styleRhythm is stiff	

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level (One Activity) – Technology (100 marks)

H1T

Technology (27)			Performing (53)		
I	Control of the Medium (7)	II Chosen Music & Standard of Performance (20)	I	Control of the Medium (13)	II Chosen Music & Standard of Performance (40)
7	<ul style="list-style-type: none"> Excellent inputting (pitch & rhythmic accuracy) Excellent control of medium 	<ul style="list-style-type: none"> Excellent level of confidence inputting Excellent musical outcome Edits, printing/recording, save and retrieve carried out with excellent level of confidence Result of edits completely musical (where relevant) Excellent understanding of system 	13	<ul style="list-style-type: none"> Excellent pitch (incl. intonation) Excellent rhythm Excellent control of sound (production) Excellent tone quality 	<ul style="list-style-type: none"> Excellent proof/evidence/description of compilation BT Excellent choice of instrumentation /key BT Excellent balance, chording, dynamics, interpretation in BT Excellent balance between backing track and performance Excellent sense of musical style Excellent musical performance Completely convincing performance
6		<ul style="list-style-type: none"> 18-20 17 	12		
5		<ul style="list-style-type: none"> 16 15 14 	11		
5	<ul style="list-style-type: none"> Very good inputting (pitch & rhythmic accuracy) Very good control of medium 	<ul style="list-style-type: none"> Very confident inputting Very good musical outcome Edits, printing/recording, save and retrieve very confident Result of edits very musical (where relevant) Very good understanding of system 	10	<ul style="list-style-type: none"> Very good pitch (incl. intonation) Very good rhythm Very good control of sound (production) Very good tone quality 	<ul style="list-style-type: none"> Very good proof/evidence/description of compilation BT Very good choice of instrumentation/key BT Very good balance, chording, dynamics, interpretation in BT Very good balance between backing track and performance Very good sense of musical style Very good musical performance Very convincing and confident performance
4		<ul style="list-style-type: none"> 13 12 11 	9		
4		<ul style="list-style-type: none"> 13 12 11 	8		
3	<ul style="list-style-type: none"> Fair inputting (pitch & rhythmic accuracy) Fair control of medium 	<ul style="list-style-type: none"> Confident inputting Good musical outcome Edits, printing/recording, save and retrieve confident Result of edits musical (where relevant) Good understanding of system 	7	<ul style="list-style-type: none"> Good pitch (incl. intonation) Good rhythm Good control of sound production Good tone quality 	<ul style="list-style-type: none"> Good proof/evidence/description of compilation BT Good choice of instrumentation/key BT Good balance, chording, dynamics, interpretation in BT Good balance between backing track and performance Good sense of musical style Good musical performance Good performance
3		<ul style="list-style-type: none"> 10 9 8 	6		
3		<ul style="list-style-type: none"> 10 9 8 	5		
0-2	<ul style="list-style-type: none"> Poor inputting (pitch & rhythmic accuracy) Poor control of medium 	<ul style="list-style-type: none"> Fairly confident inputting Fairly musical outcome Fairly confident editing, printing/recording, save and retrieve Result of edits fairly musical (where relevant) Fair understanding of system 	3-4	<ul style="list-style-type: none"> Fair pitch (incl. intonation) Fair rhythm Fair control of sound production Fair tone quality 	<ul style="list-style-type: none"> Fair proof/evidence/description of compilation BT Fair choice of instrumentation/key BT Fair balance, chording, dynamics, interpretation in BT Fair balance between backing track and performance Fair sense of musical style Fairly musical performance Fairly convincing and confident performance
0-2		<ul style="list-style-type: none"> 5-7 2-4 0-1 	3		
0-2		<ul style="list-style-type: none"> 5-7 2-4 0-1 	2		

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level (One Activity) – Improvisation / Conducting (100 marks)

H1

I Control of the Medium (20)		II Chosen Music & Standard of Performance (60)			
Note accuracy Rhythmic consistency Manual/technical dexterity Appropriate tone quality		Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability			
Mark	Description	Mark	Group <i>ensemble – interaction & balance</i>	Improvising	Conducting
18-20 17	<ul style="list-style-type: none"> Excellent pitch (incl. intonation) Excellent rhythm Excellent control of sound production Excellent tone quality Excellent (secure and clear) beat C Excellent control of performance C 	54-60 51-53	<ul style="list-style-type: none"> Excellent at holding line Excellent member of ensemble Excellent input to musical balance of group Excellent interaction and awareness 	<ul style="list-style-type: none"> Excellent musical performance Completely confident performance Excellent exploration of chosen idiom Excellent sense of style 	<ul style="list-style-type: none"> Three pieces or songs One unseen score Excellent musical performance Completely confident performance Excellent rapport with ensemble Excellent sense of phrasing Excellent attention to dynamics
16 15 14	<ul style="list-style-type: none"> Very good pitch (incl. intonation) Very good rhythm Very good control of sound production Very good tone quality Very good (secure and clear) beat C Very good control of performance C 	48-50 45-47 42-44	<ul style="list-style-type: none"> Holds line very well Very strong member of group Makes a positive input to musical balance of group Very good interaction and awareness 	<ul style="list-style-type: none"> Very good musical performance Very confident performance Chosen idiom very well explored Very good sense of style 	<ul style="list-style-type: none"> Very good musical performance Very confident performance Very good rapport with ensemble Very good sense of phrasing Very good attention to dynamics
13 12 11	<ul style="list-style-type: none"> Good pitch (incl. intonation) Good rhythm Good control of sound production Good tone quality Good (secure and clear) beat C Good control of performance C 	39-41 36-38 33-35	<ul style="list-style-type: none"> Holds line well Strong member of group Some imbalance (too loud/soft for group) Good interaction and awareness 	<ul style="list-style-type: none"> Good musical performance Confident performance Chosen idiom well explored Good sense of style 	<ul style="list-style-type: none"> Good musical performance Confident performance Good rapport with ensemble Good sense of phrasing Good attention to dynamics
10 9 8	<ul style="list-style-type: none"> Fair pitch (incl. intonation) Fair rhythm Fair control of sound production Fair tone quality Fairly good (secure and clear) beat C Fair control of performance C 	30-32 27-29 24-26	<ul style="list-style-type: none"> Holds line fairly well Passive member of group Fair sense of balance Fair interaction and awareness 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fair exploration of chosen idiom Fair sense of style 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fair rapport with ensemble Fair sense of phrasing Fair attention to dynamics
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch (incl. intonation) Poor rhythm Poor control of sound production Poor tone quality Poor (secure and clear) beat C Poor control of performance C 	15-23 6-14 0-5	<ul style="list-style-type: none"> Poor at holding line Poor contribution to the group Poor sense of balance Poor interaction or awareness 	<ul style="list-style-type: none"> Poor musical performance Poor level of confidence Poor exploration of chosen idiom Poor sense of style 	<ul style="list-style-type: none"> Poor musical performance Poor confident performance Poor rapport with ensemble Poor sense of phrasing Poor attention to dynamics

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

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

Two songs / pieces presented and performed in each activity and one unseen test

H2

I Control of the Medium (max 20) (10 + 10)		II Chosen Music & Standard of Performance (max 60) (30 + 30)				
Note accuracy Rhythmic consistency Manual/technical dexterity Appropriate tone quality		Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability				
		Mk	Group <i>ensemble – interaction & balance</i>	Classical <i>phrasing - dynamics</i>	Popular <i>feel for style</i>	Traditional <i>lilting feel</i>
Mk	Description					
10 9	<ul style="list-style-type: none">Very good pitch (incl. intonation)Very good rhythmVery good control of sound (production)Very good tone quality	27-30 26	<ul style="list-style-type: none">Holds line very wellVery strong member of groupMakes a positive input to musical balance of groupVery good interaction and awareness	<ul style="list-style-type: none">Very musical performanceVery confident performanceVery good phrasingVery good attention to dynamics	<ul style="list-style-type: none">Very musical performanceVery confident performanceVery good sense of popular style (melodic & rhythmic)Very good feel for words & rhythm	<ul style="list-style-type: none">Very musical performanceVery confident performanceVery good sense of styleConsistent, lilting rhythm
8 7	<ul style="list-style-type: none">Good pitch (incl. intonation)Good rhythmGood control of sound productionGood tone quality	24-25 23 21-22	<ul style="list-style-type: none">Holds line wellStrong member of groupSome imbalance (too loud/soft for group)Good interaction and awareness	<ul style="list-style-type: none">Good musical performanceConfident performanceGood phrasingGood attention to dynamics	<ul style="list-style-type: none">Good musical performanceConfident performanceGood sense of popular style (melodic & rhythmic)Good feel for words and/or rhythm	<ul style="list-style-type: none">Good musical performanceConfident performanceGood sense of stylerhythm lacks “lilt”
6 5	<ul style="list-style-type: none">Fair pitch (incl. intonation)Fair rhythmFair control of sound productionFair tone quality	20 18-19 17	<ul style="list-style-type: none">Holds line fairly wellPassive member of groupFair sense of balanceFair interaction and awareness	<ul style="list-style-type: none">Fairly musical performanceFairly confident performanceFairly good phrasingFairly good attention to dynamics	<ul style="list-style-type: none">Fairly musical performanceFairly confident performanceFairly good sense of popular style (melodic & rhythmic)Fairly good feel for words and/or rhythm	<ul style="list-style-type: none">Fairly musical performanceFairly confident performanceFair sense of styleRhythm lacks fluency
4	<ul style="list-style-type: none">Poor pitch (incl. intonation)Poor rhythmPoor control of sound productionPoor tone quality	15-16 14 12-13	<ul style="list-style-type: none">Poor at holding linePoor contribution to the groupPoor sense of balancePoor interaction or awareness	<ul style="list-style-type: none">Poor musical performancePoor level of confidencePoor sense of phrasingPoor attention to dynamics	<ul style="list-style-type: none">Poor musical performancePoor level of confidencePoor sense of pop stylePoor feel for words/rhythm	<ul style="list-style-type: none">Poor musical performancePoor level of confidencePoor sense of styleRhythm is stiff
0-3	<ul style="list-style-type: none">Very poor pitch (incl. intonation)Very poor rhythmVery poor control of sound productionVery poor tone quality	8-11 3-7 0-2	<ul style="list-style-type: none">Very poor at holding lineVery poor contribution to the groupVery poor sense of balanceVery poor interaction or awareness	<ul style="list-style-type: none">Very poor musical performanceVery poor level of confidenceVery poor sense of phrasingVery poor attention to dynamics	<ul style="list-style-type: none">Very poor musical performanceVery poor level of confidenceVery poor sense of pop styleVery poor feel for words or rhythm	<ul style="list-style-type: none">Very poor musical performanceVery poor level of confidenceVery poor sense of styleRhythm unsteady

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

HL

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level (Two activities) – Technology (100 marks)

H2T

I Control of the Medium (20) (10 + 10) (all aspects of performance)		II Chosen Music & Standard of Performance (60) (30 + 30)	
Mark	Note accuracy Rhythmic consistency Manual/technical dexterity Appropriate tone quality	Mark	Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability
10 9	<ul style="list-style-type: none"> • Very good inputting (pitch & rhythmic accuracy) • Very good control of medium 	27-30 26	<ul style="list-style-type: none"> • Very confident inputting • Very good musical outcome • Edits, printing/recording, save and retrieve very confident • Result of edits very musical (where relevant) • Very good understanding of system
8 7	<ul style="list-style-type: none"> • Good inputting (pitch & rhythmic accuracy) • Good control of medium 	24-25 23 21-22	<ul style="list-style-type: none"> • Confident inputting • Good musical outcome • Edits, printing/recording, save and retrieve confident. • Result of edits musical (where relevant) • Good understanding of system
6 5	<ul style="list-style-type: none"> • Fair inputting (pitch & rhythmic accuracy) • Fair control of medium 	20 18-19 17	<ul style="list-style-type: none"> • Fairly confident inputting • Fairly musical outcome • Fairly confident editing, printing/recording, save and retrieve. • Result of edits fairly musical (where relevant) • Fair understanding of system
4	<ul style="list-style-type: none"> • Poor inputting (pitch & rhythmic accuracy) • Poor control of medium 	15-16 14 12-13	<ul style="list-style-type: none"> • Poor level of confidence inputting • Poor musical outcome • Poor level of confidence editing, printing/recording, save and retrieve • Result of edits not always musical (where relevant) • Poor understanding of system
0-3	<ul style="list-style-type: none"> • Very poor inputting (pitch & rhythmic accuracy) • Little control of medium 	8-11 3-7 0-2	<ul style="list-style-type: none"> • Very poor level of confidence inputting • Very poor musical outcome • Very poor level of confidence editing, printing/recording, save and retrieve • Result of edits unmusical (where relevant) • Very poor understanding of system

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

HL

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level (Two Activities) – Improvisation/Conducting (100 marks)

H2

I Control of the Medium (20) (10 + 10)		II Chosen Music & Standard of Performance (60) (30 + 30)			
		Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability			
Mark	Description	Group ensemble – interaction & balance	Improvising	Conducting	
	C = Conducting I = Improvisation		<ul style="list-style-type: none"> Two pieces Melodic/rhythmic/harmonic / mood or combination 	<ul style="list-style-type: none"> Two pieces or songs One unseen score 	
10 9	<ul style="list-style-type: none"> Very good pitch (incl. intonation) Very good rhythm Very good control of sound production Very good tone quality Very good (secure and clear) beat C Very good control of performance C 	<ul style="list-style-type: none"> Holds line very well Very strong member of ensemble Makes a positive input to musical balance of group Very good interaction and awareness 	<ul style="list-style-type: none"> Very good musical performance Very confident performance Chosen medium very well explored Very good sense of style 	<ul style="list-style-type: none"> Very good musical performance Very confident performance Very good rapport with ensemble Very good sense of phrasing Very good attention to dynamics 	
8 7	<ul style="list-style-type: none"> Good pitch (incl. intonation) Good rhythm Good control of sound production Good tone quality Good (secure and clear) beat C Good control of performance C 	<ul style="list-style-type: none"> Holds line well Strong member of ensemble Some imbalance (too loud/soft for group) Good interaction and awareness 	<ul style="list-style-type: none"> Good musical performance Confident performance Chosen idiom well explored Good sense of style 	<ul style="list-style-type: none"> Good musical performance Confident performance Good rapport with ensemble Good sense of phrasing Good attention to dynamics 	
6 5	<ul style="list-style-type: none"> Fair pitch (incl. intonation) Fair rhythm Fair control of sound production Fair tone quality Fairly good (secure and clear) beat C Fair control of performance C 	<ul style="list-style-type: none"> Holds line fairly well Passive member of group Causes imbalance in group Fair interaction and awareness 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fair exploration of chosen idiom Fair sense of style 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fair rapport with ensemble Fair sense of phrasing Fair attention to dynamics 	
4	<ul style="list-style-type: none"> Poor pitch (incl. intonation) Poor rhythm Poor control of sound production Poor tone quality Poor (secure and clear) beat C Poor control of performance C 	<ul style="list-style-type: none"> Poor at holding line Poor contribution to the group Poor sense of balance Poor interaction or awareness 	<ul style="list-style-type: none"> Poor musical performance Poor level of confidence Poor exploration of chosen idiom Poor sense of style 	<ul style="list-style-type: none"> Poor musical performance Poor confident performance Poor rapport with ensemble Poor sense of phrasing Poor attention to dynamics 	
0-3	<ul style="list-style-type: none"> Very poor pitch (incl. intonation) Very poor rhythm Very poor control of sound production Very poor tone quality Very poor (secure and clear) beat C Very poor control of performance C 	<ul style="list-style-type: none"> Very poor at holding line Very poor contribution to group Very poor sense of balance Very poor interaction or awareness 	<ul style="list-style-type: none"> Very poor musical performance Very poor level of confidence Very poor exploration of chosen idiom Very poor sense of style 	<ul style="list-style-type: none"> Very poor musical performance Very poor confident performance Very poor rapport with ensemble Very poor sense of phrasing Very poor attention to dynamics 	

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

HL

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level Elective (One activity) Solo/Group Performance (200marks)

Six songs/pieces presented and performed and one unseen test

HE1

I Control of the Medium (40)		II Chosen Music & Standard of Performance (140)				
Note accuracy Rhythmic consistency Manual/technical dexterity Appropriate tone quality		Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability				
№	Description	Mk	Group ensemble – interaction & balance	Classical tone – phrasing - dynamics	Popular feel for style	Traditional lilting feel
36-40 34-35	<ul style="list-style-type: none"> Excellent pitch (incl. intonation) Excellent rhythm Excellent control of sound (production) Excellent tone quality 	126-140 119-125	<ul style="list-style-type: none"> Excellent at holding line Excellent member of ensemble Excellent input to musical balance of group Excellent interaction and awareness 	<ul style="list-style-type: none"> Excellent musical performance Completely confident performance Excellent phrasing Excellent attention to dynamics 	<ul style="list-style-type: none"> Excellent musical performance Completely confident performance Excellent sense of popular style (melodic & rhythmic) Excellent feel for words & rhythm 	<ul style="list-style-type: none"> Excellent musical performance Completely confident performance Excellent sense of style Consistent, lilting rhythm
32-33 30-31 28-29	<ul style="list-style-type: none"> Very good pitch (incl. intonation) Very good rhythm Very good control of sound (production) Very good tone quality 	112-118 105-111 98-104	<ul style="list-style-type: none"> Holds line very well Very strong member of group Makes a positive input to musical balance of group Very good interaction and awareness 	<ul style="list-style-type: none"> Very musical performance Very confident performance Very good phrasing Very good attention to dynamics 	<ul style="list-style-type: none"> Very musical performance Very confident performance Very good sense of popular style (melodic & rhythmic) Very good feel for words & rhythm 	<ul style="list-style-type: none"> Very musical performance Very confident performance Very good sense of style Consistent, lilting rhythm
26-27 24-25 22-23	<ul style="list-style-type: none"> Good pitch (incl. intonation) Good rhythm Good control of sound production Good tone quality 	91-97 84-90 77-83	<ul style="list-style-type: none"> Holds line well Strong member of group Some imbalance (too loud/soft for group) Good interaction and awareness 	<ul style="list-style-type: none"> Good musical performance Confident performance Good phrasing Good attention to dynamics 	<ul style="list-style-type: none"> Good musical performance Confident performance Good sense of popular style (melodic & rhythmic) Good feel for words and/or rhythm 	<ul style="list-style-type: none"> Good musical performance Confident performance Good sense of style rhythm lacks “lilt”
20-21 18-19 16-17	<ul style="list-style-type: none"> Fair pitch (incl. intonation) Fair rhythm Fair control of sound production Fair tone quality 	70-76 63-69 56-62	<ul style="list-style-type: none"> Holds line fairly well Passive member of group Fair sense of balance Fair interaction and awareness 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fairly good phrasing Fairly good attention to dynamics 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fairly good sense of popular style (melodic & rhythmic) Fairly good feel for words and/or rhythm 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fair sense of style Rhythm lacks fluency
10-15 4-9 0-3	<ul style="list-style-type: none"> Poor pitch (incl. intonation) Poor rhythm Poor control of sound production Poor tone quality 	35-55 14-34 0-13	<ul style="list-style-type: none"> Poor at holding line Poor contribution to the group Poor sense of balance Poor interaction or awareness 	<ul style="list-style-type: none"> Poor musical performance Poor level of confidence Poor sense of phrasing Poor attention to dynamics 	<ul style="list-style-type: none"> Poor musical performance Poor level of confidence Poor sense of pop style Poor feel for words/rhythm 	<ul style="list-style-type: none"> Poor musical performance Poor level of confidence Poor sense of style Rhythm is stiff

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

HL

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level Elective (One Activity) – Technology (200 marks)

HE1T

Technology (61)							Performing (119)		
I Control of the Medium (13)		II Chosen Music & Standard of Performance (48)			I Control of the Medium (27)		II Chosen Music & Standard of Performance (92)		
13	<ul style="list-style-type: none">Excellent inputting (pitch & rhythmic accuracy)	44-48	<ul style="list-style-type: none">Excellent level of confidence inputtingExcellent musical outcome	25-27	<ul style="list-style-type: none">Excellent pitch (incl. intonation)Excellent rhythm	83-92	<ul style="list-style-type: none">Excellent proof/evidence/description of compilation BTExcellent choice of instrumentation /key BT		
		41-43	<ul style="list-style-type: none">Edits, printing/recording, save and retrieve carried out with excellent level of confidenceResult of edits completely musical (where relevant)Excellent understanding of system	23-24	<ul style="list-style-type: none">Excellent control of sound (production)Excellent tone quality	78-82	<ul style="list-style-type: none">Excellent balance between backing track and performanceExcellent sense of musical styleExcellent musical performanceCompletely convincing performance		
11	<ul style="list-style-type: none">Very good inputting (pitch & rhythmic accuracy)	38-40	<ul style="list-style-type: none">Very confident inputtingVery good musical outcome	22	<ul style="list-style-type: none">Very good pitch (incl. intonation)	74-77	<ul style="list-style-type: none">Very good proof/evidence/description of compilation BTVery good choice of instrumentation/key BT		
10	<ul style="list-style-type: none">Very good control of medium	36-37	<ul style="list-style-type: none">Edits, printing/recording, save and retrieve very confident	20-21	<ul style="list-style-type: none">Very good rhythmVery good control of sound (production)	69-73	<ul style="list-style-type: none">Very good balance, chording, dynamics, interpretation in BTVery good balance between backing track and performance		
9		34-35	<ul style="list-style-type: none">Result of edits very musical (where relevant)Very good understanding of system	19	<ul style="list-style-type: none">Very good tone quality	64-68	<ul style="list-style-type: none">Very good sense of musical styleVery good musical performanceVery convincing and confident performance		
8	<ul style="list-style-type: none">Good inputting (pitch & rhythmic accuracy)	31-33	<ul style="list-style-type: none">Confident inputtingGood musical outcome	18	<ul style="list-style-type: none">Good pitch (incl. intonation)	60-63	<ul style="list-style-type: none">Good proof/evidence/description of compilation BTGood choice of instrumentation/key BT		
7	<ul style="list-style-type: none">Good control of medium	29-30	<ul style="list-style-type: none">Edits, printing/recording, save and retrieve confident.	16-17	<ul style="list-style-type: none">Good rhythmGood control of sound production	55-59	<ul style="list-style-type: none">Good balance, chording, dynamics, interpretation in BTGood balance between backing track and performance		
		26-28	<ul style="list-style-type: none">Result of edits musical (where relevant)Good understanding of system	15	<ul style="list-style-type: none">Good tone quality	51-54	<ul style="list-style-type: none">Good sense of musical styleGood musical performanceGood performance		
6	<ul style="list-style-type: none">Fair inputting (pitch & rhythmic accuracy)	24-25	<ul style="list-style-type: none">Fairly confident inputtingFairly musical outcome	14	<ul style="list-style-type: none">Fair pitch (incl. intonation)	46-50	<ul style="list-style-type: none">Fair proof/evidence/description of compilation BTFair choice of instrumentation/key BT		
5	<ul style="list-style-type: none">Fair control of medium	22-23	<ul style="list-style-type: none">Fairly confident editing, printing/recording, save and retrieve.	12-13	<ul style="list-style-type: none">Fair rhythmFair control of sound production	41-45	<ul style="list-style-type: none">Fair balance, chording, dynamics, interpretation in BTFair balance between backing track and performance		
		19-21	<ul style="list-style-type: none">Result of edits fairly musical (where relevant)Fair understanding of system	11	<ul style="list-style-type: none">Fair tone quality	37-40	<ul style="list-style-type: none">Fair sense of musical styleFairly musical performanceFairly convincing and confident performance		
0-4	<ul style="list-style-type: none">Poor inputting (pitch & rhythmic accuracy)	12-18	<ul style="list-style-type: none">Poor level of confidence inputtingPoor musical outcome	7-10	<ul style="list-style-type: none">Poor pitch (incl. intonation)	23-36	<ul style="list-style-type: none">Poor proof/evidence/description of compilation BTPoor choice of instrumentation/key		
	<ul style="list-style-type: none">Poor control of medium	5-11	<ul style="list-style-type: none">Poor level of confidence editing, printing/recording, save and retrieve	3-6	<ul style="list-style-type: none">Poor rhythmPoor control of sound production	9-22	<ul style="list-style-type: none">Poor balance, chording, dynamics, interpretation in BTPoor balance between backing track and performance		
		0-4	<ul style="list-style-type: none">Result of edits not always musical (where relevant)Poor understanding of system	0-2	<ul style="list-style-type: none">Poor tone quality	0-8	<ul style="list-style-type: none">Poor sense of musical stylePoor musical performancePoor level of confidence performance		

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

HL

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level Elective (One Activity) – Improvisation/Conducting (200 marks)

HE1

I Control of the Medium (40)		II Chosen Music & Standard of Performance (140)			
Note accuracy Rhythmic consistency Manual/technical dexterity Appropriate tone quality		Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability			
Mark	Description	Mark	Group ensemble – interaction & balance	Improvising	Conducting
36-40 34-35	<ul style="list-style-type: none"> Excellent pitch (incl. intonation) Excellent rhythm Excellent control of sound production Excellent tone quality Excellent (secure and clear) beat C Excellent control of performance C 	126-140 119-125	<ul style="list-style-type: none"> Excellent at holding line Excellent member of ensemble Excellent input to musical balance of group Excellent interaction and awareness 	<ul style="list-style-type: none"> Six pieces demonstrate three types of improvisation 	<ul style="list-style-type: none"> Six pieces or songs One unseen score
32-33 30-31 28-29	<ul style="list-style-type: none"> Very good pitch (incl. intonation) Very good rhythm Very good control of sound production Very good tone quality Very good (secure and clear) beat C Very good control of performance C 	112-118 105-111 98-104	<ul style="list-style-type: none"> Holds line very well Very strong member of ensemble Makes a positive input to musical balance of group Very good interaction and awareness 	<ul style="list-style-type: none"> Very good musical performance Very confident performance Chosen idiom very well explored Very good sense of style 	<ul style="list-style-type: none"> Very good musical performance Very confident performance Very good rapport with ensemble Very good sense of phrasing Very good attention to dynamics
26-27 24-25 22-23	<ul style="list-style-type: none"> Good pitch (incl. intonation) Good rhythm Good control of sound production Good tone quality Good (secure and clear) beat C Good control of performance C 	91-97 84-90 77-83	<ul style="list-style-type: none"> Holds line well Strong member of ensemble Some imbalance (too loud/soft for group) Good interaction and awareness 	<ul style="list-style-type: none"> Good musical performance Confident performance Chosen idiom well explored Good sense of style 	<ul style="list-style-type: none"> Good musical performance Confident performance Good rapport with ensemble Good sense of phrasing Good attention to dynamics
20-21 18-19 16-17	<ul style="list-style-type: none"> Fair pitch (incl. intonation) Fair rhythm Fair control of sound production Fair tone quality Fairly good (secure and clear) beat C Fair control of performance C 	70-76 63-69 56-62	<ul style="list-style-type: none"> Holds line fairly well Passive member of group Causes imbalance in group Fair interaction and awareness 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fair exploration of chosen idiom Fair sense of style 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fair rapport with ensemble Fair sense of phrasing Fair attention to dynamics
10-15 4-9 0-3	<ul style="list-style-type: none"> Poor pitch (incl. intonation) Poor rhythm Poor control of sound production Poor tone quality Poor (secure and clear) beat C Poor control of performance C 	35-55 14-34 0-13	<ul style="list-style-type: none"> Poor attempt at holding line Poor contribution to the group Poor sense of balance Poor interaction or awareness 	<ul style="list-style-type: none"> Poor musical performance Poor level of confidence Poor exploration of chosen idiom Poor sense of style 	<ul style="list-style-type: none"> Poor musical performance Poor level of confidence Poor rapport with ensemble Poor sense of phrasing Poor attention to dynamics

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

HL

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

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

Four songs / pieces presented and performed in each activity and one unseen test

HE2

I Control of the Medium (max 40) (20 + 20)		II Chosen Music & Standard of Performance (max 140) (70 + 70)				
Note accuracy Rhythmic consistency Manual/technical dexterity Appropriate tone quality		Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability				
Mk	Description	Mk	Group <i>ensemble – interaction & balance</i>	Classical <i>phrasing - dynamics</i>	Popular <i>feel for style</i>	Traditional <i>lilting feel</i>
18-20 17	<ul style="list-style-type: none">Very good pitch (incl. intonation)Very good rhythmVery good control of sound (production)Very good tone quality	63-70 60-62	<ul style="list-style-type: none">Holds line very wellVery strong member of groupMakes a positive input to musical balance of groupVery good interaction and awareness	<ul style="list-style-type: none">Very musical performanceVery confident performanceVery good phrasingVery good attention to dynamics	<ul style="list-style-type: none">Very musical performanceVery confident performanceVery good sense of popular style (melodic & rhythmic)Very good feel for words & rhythm	<ul style="list-style-type: none">Very musical performanceVery confident performanceVery good sense of styleConsistent, lilting rhythm
16 15 14	<ul style="list-style-type: none">Good pitch (incl. intonation)Good rhythmGood control of sound productionGood tone quality	56-59 53-55 49-52	<ul style="list-style-type: none">Holds line wellStrong member of groupSome imbalance (too loud/soft for group)Good interaction and awareness	<ul style="list-style-type: none">Good musical performanceConfident performanceGood phrasingGood attention to dynamics	<ul style="list-style-type: none">Good musical performanceConfident performanceGood sense of popular style (melodic & rhythmic)Good feel for words and/or rhythm	<ul style="list-style-type: none">Good musical performanceConfident performanceGood sense of stylerhythm lacks “lilt”
13 12 11	<ul style="list-style-type: none">Fair pitch (incl. intonation)Fair rhythmFair control of sound productionFair tone quality	46-48 42-45 39-41	<ul style="list-style-type: none">Holds line fairly wellPassive member of groupFair sense of balanceFair interaction and awareness	<ul style="list-style-type: none">Fairly musical performanceFairly confident performanceFairly good phrasingFairly good attention to dynamics	<ul style="list-style-type: none">Fairly musical performanceFairly confident performanceFairly good sense of popular style (melodic & rhythmic)Fairly good feel for words and/or rhythm	<ul style="list-style-type: none">Fairly musical performanceFairly confident performanceFair sense of styleRhythm lacks fluency
10 9 8	<ul style="list-style-type: none">Poor pitch (incl. intonation)Poor rhythmPoor control of sound productionPoor tone quality	35-38 32-34 28-31	<ul style="list-style-type: none">Poor at holding linePoor contribution to the groupPoor sense of balancePoor interaction or awareness	<ul style="list-style-type: none">Poor musical performancePoor level of confidencePoor sense of phrasingPoor attention to dynamics	<ul style="list-style-type: none">Poor musical performancePoor level of confidencePoor sense of pop stylePoor feel for words/rhythm	<ul style="list-style-type: none">Poor musical performancePoor level of confidencePoor sense of styleRhythm is stiff
5-7 2-4 0-1	<ul style="list-style-type: none">Very poor pitch (incl. intonation)Very poor rhythmVery poor control of sound productionVery poor tone quality	17-27 7-16 0-6	<ul style="list-style-type: none">Very poor at holding lineVery poor contribution to the groupVery poor sense of balanceVery poor interaction or awareness	<ul style="list-style-type: none">Very poor musical performanceVery poor level of confidenceVery poor sense of phrasingVery poor attention to dynamics	<ul style="list-style-type: none">Very poor musical performanceVery poor level of confidenceVery poor sense of pop styleVery poor feel for words or rhythm	<ul style="list-style-type: none">Very poor musical performanceVery poor level of confidenceVery poor sense of styleRhythm unsteady

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level Elective (Two Activities) – Technology

HE2T

I Control of the Medium (40) (20 + 20)		II Chosen Music & Standard of Performance (140) (70 + 70)	
Mark	Note accuracy Rhythmic consistency Manual/technical dexterity Appropriate tone quality	Mark	Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability
18-20 17	<ul style="list-style-type: none"> • Very good inputting (pitch & rhythmic accuracy) • Very good control of medium 	63-70 60-62	<ul style="list-style-type: none"> • Very confident inputting • Very good musical outcome • Edits, printing/recording, save and retrieve very confident • Result of edits very musical (where relevant) • Very good understanding of system
16 15 14	<ul style="list-style-type: none"> • Good inputting (pitch & rhythmic accuracy) • Good control of medium 	56-59 53-55 49-52	<ul style="list-style-type: none"> • Confident inputting • Good musical outcome • Edits, printing/recording, save and retrieve confident. • Result of edits musical (where relevant) • Good understanding of system
13 12 11	<ul style="list-style-type: none"> • Fair inputting (pitch & rhythmic accuracy) • Fair control of medium 	46-48 42-45 39-41	<ul style="list-style-type: none"> • Fairly confident inputting • Fairly musical outcome • Fairly confident editing, printing/recording, save and retrieve. • Result of edits fairly musical (where relevant) • Fair understanding of system
10 9 8	<ul style="list-style-type: none"> • Poor inputting (pitch & rhythmic accuracy) • Poor control of medium 	35-38 32-34 28-31	<ul style="list-style-type: none"> • Poor level of confidence inputting • Poor musical outcome • Poor level of confidence editing, printing/recording, save and retrieve • Result of edits not always musical (where relevant) • Poor understanding of system
5-7 2-4 0-1	<ul style="list-style-type: none"> • Very poor inputting (pitch & rhythmic accuracy) • Little control of medium 	17-27 7-16 0-6	<ul style="list-style-type: none"> • Very poor level of confidence inputting • Very poor musical outcome • Very poor level of confidence editing, printing/recording, save and retrieve • Result of edits unmusical (where relevant) • Very poor understanding of system

III - Unprepared Tests

(Pitch and/or rhythmic accuracy - Choice and control of tempo - Overall musical sense)

Mark	Sight Reading	Aural Memory	Improvisation
18-20 17	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent choice of tempo Excellent dynamics Excellent musical sense 	<ul style="list-style-type: none"> Excellent pitch and/or rhythmic accuracy Excellent continuity Excellent feeling for pulse Excellent musical sense 	<ul style="list-style-type: none"> Excellent development of given material Excellent continuity Excellent feeling for pulse Excellent musical sense
16 15 14	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good choice of tempo Very good dynamics Very good musical sense 	<ul style="list-style-type: none"> Very good pitch and/or rhythmic accuracy Very good continuity Very good feeling for pulse Very good musical sense 	<ul style="list-style-type: none"> Very good development of given material Very good continuity Very good feeling for pulse Very good musical sense
13 12 11	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good choice of tempo Good dynamics Good musical sense 	<ul style="list-style-type: none"> Good pitch and/or rhythmic accuracy Good continuity Good feeling for pulse Good musical sense 	<ul style="list-style-type: none"> Good development of given material Good continuity Good feeling for pulse Good musical sense
10 9 8	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair choice of tempo Fair dynamics Fair musical sense 	<ul style="list-style-type: none"> Fair pitch and/or rhythmic accuracy Fair continuity Fair feeling for pulse Fair musical sense 	<ul style="list-style-type: none"> Fair development of given material Fair continuity Fair sense of pulse Fair musical sense
5-7 2-4 0-1	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor choice of tempo Poor dynamics Poor musical sense 	<ul style="list-style-type: none"> Poor pitch and/or rhythmic accuracy Poor continuity Poor feeling for pulse Poor musical sense 	<ul style="list-style-type: none"> Poor development of given material Poor continuity Poor sense of pulse Poor musical sense

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

Higher Level Elective (Two Activities) – Improvisation/Conducting (200 marks)

HE2

I Control of the Medium (40) (20 + 20)		II Chosen Music & Standard of Performance (140) (70 + 70)			
Note accuracy Rhythmic consistency Manual/technical dexterity Appropriate tone quality		Musicality: phrasing, dynamics, expression, mood Interpretation: style, understanding Programme content: variety, standard, suitability			
Mark	Description	Mark	Group <i>ensemble – interaction & balance</i>	Improvising	Conducting
18-20 17	<ul style="list-style-type: none"> Very good pitch (incl. intonation) Very good rhythm Very good control of sound production Very good tone quality Very good (secure and clear) beat C Very good control of performance C 	63-70 60-62	<ul style="list-style-type: none"> Holds line very well Very strong member of ensemble Makes a positive input to musical balance of group Very good interaction and awareness 	<ul style="list-style-type: none"> Four pieces Melodic/rhythmic/ harmonic / mood or combination 	<ul style="list-style-type: none"> Four pieces or songs One unseen score
16 15 14	<ul style="list-style-type: none"> Good pitch (incl. intonation) Good rhythm Good control of sound production Good tone quality Good (secure and clear) beat C Good control of performance C 	56-59 53-55 49-52	<ul style="list-style-type: none"> Holds line well Strong member of ensemble Some imbalance (too loud/soft for group) Good interaction and awareness 	<ul style="list-style-type: none"> Very good musical performance Very confident performance Chosen idiom very well explored Very good sense of style 	<ul style="list-style-type: none"> Very good musical performance Very confident performance Very good rapport with ensemble Very good sense of phrasing Very good attention to dynamics
13 12 11	<ul style="list-style-type: none"> Fair pitch (incl. intonation) Fair rhythm Fair control of sound production Fair tone quality Fairly good (secure and clear) beat C Fair control of performance C 	46-48 42-45 39-41	<ul style="list-style-type: none"> Holds line fairly well Passive member of group Causes imbalance in group Fair interaction and awareness 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fair exploration of chosen idiom Fair sense of style 	<ul style="list-style-type: none"> Fairly musical performance Fairly confident performance Fair rapport with ensemble Fair sense of phrasing Fair attention to dynamics
10 9 8	<ul style="list-style-type: none"> Poor pitch (incl. intonation) Poor rhythm Poor control of sound production Poor tone quality Poor (secure and clear) beat C Poor control of performance C 	35-38 32-34 28-31	<ul style="list-style-type: none"> Poor attempt at holding line Poor contribution to the group Poor sense of balance Poor interaction or awareness 	<ul style="list-style-type: none"> Poor musical performance Poor level of confidence Poor exploration of chosen idiom Poor sense of style 	<ul style="list-style-type: none"> Poor musical performance Poor confident performance Poor rapport with ensemble Poor sense of phrasing Poor attention to dynamics
5-7 2-4 0-1	<ul style="list-style-type: none"> Very poor pitch (incl. intonation) Very poor rhythm Very poor control of sound production Very poor tone quality Very poor (secure and clear) beat C Very poor control of performance C 	17-27 7-16 0-6	<ul style="list-style-type: none"> Very poor attempt at holding line Very poor contribution to the group Very poor sense of balance Very poor interaction or awareness 	<ul style="list-style-type: none"> Very poor musical performance Very poor level of confidence Very poor exploration of chosen idiom Very poor sense of style 	<ul style="list-style-type: none"> Very poor musical performance Very poor level of confidence Very poor rapport with ensemble Very poor sense of phrasing Very poor attention to dynamics

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