

Assessment criteria – Unit 1: Your Performance

	Distinction 30-27 marks	Merit 26-24 marks	Pass 23-20 marks
PIECES OR SONGS	<ul style="list-style-type: none"> • Authoritative performance • Engaging and persuasive characterisation, demonstrating extensive understanding of the chosen music • Acute awareness and sensitive exploration of the tonal colours of the instrument • Expressive and idiomatic musical shaping and detail with sophisticated stylistic awareness • Performance underpinned by excellent technical and musical control 	<ul style="list-style-type: none"> • Good performance • Engaging characterisation, demonstrating thorough understanding of the chosen music • Sensitive awareness and exploration of the tonal colours of the instrument • Expressive musical shaping and detail with good stylistic awareness • Performance underpinned by adept technical and musical control 	<ul style="list-style-type: none"> • Competent performance • Sufficient characterisation, demonstrating overall understanding of the chosen music • Some awareness and exploration of the tonal colours of the instrument • Some musical shaping, detail and stylistic awareness • Performance underpinned by reliable technical and musical control
PERFORMANCE AS A WHOLE	<ul style="list-style-type: none"> • Authoritative and well-projected performance style, with strong musical conviction and vivid communication across the programme • Sophisticated control of textures and ensemble, with assured blending and balancing • Authoritative management of the performance situation • Highly effective sequence and pacing of programme • Profound musical understanding is demonstrated, through assured stylistic interpretation and delivery 	<ul style="list-style-type: none"> • Well-projected performance style, with musical conviction and strong communication across the programme • Adept control of textures and ensemble, with effective blending and balancing • Skilful management of the performance situation • Effective sequence and pacing of programme • Thorough musical understanding is demonstrated, through accomplished stylistic interpretation and delivery 	<ul style="list-style-type: none"> • Generally well-projected performance style, with some musical conviction and communication across the programme • Good control of textures and ensemble, with competent blending and balancing • Proficient management of the performance situation • Good sequence and pacing of programme • Musical understanding is demonstrated, through competent stylistic interpretation and delivery

Assessment criteria - Unit 1: Your Performance (Cont.)

	Below Pass 1 19-15 marks	Below Pass 2 14-10 marks
PIECES OR SONGS	<ul style="list-style-type: none"> • Insecure Performance • Inconsistent characterisation, demonstrating limited understanding of the chosen music • Limited awareness and exploration of the tonal colours of the instrument • Limited musical shaping, detail and stylistic awareness • Unreliable technical and musical control 	<ul style="list-style-type: none"> • Inadequate Performance • Little evidence of characterisation or understanding of the chosen music • Little or no awareness and exploration of the tonal colours of the instrument • Little or no musical shaping,-detail and stylistic awareness • Inadequate technical and musical control
PERFORMANCE AS A WHOLE	<ul style="list-style-type: none"> • Inconsistently projected performance style, with limited musical conviction and communication across the programme • Poor control of textures and ensemble, with inconsistent blending and balancing • Ineffective management of the performance situation • Unconvincing sequence and pacing of programme • Limited musical understanding is demonstrated, through inconsistent stylistic interpretation and communication 	<ul style="list-style-type: none"> • Performance style lacks projection, musical conviction and communication across the programme • Little control of textures and ensemble, with frequent lapses in blending and balancing • Inadequate management of the performance situation • Incoherent sequence and pacing of programme • Inadequate musical understanding is demonstrated, with little or no stylistic interpretation and communication

Assessment criteria – Unit 2: Performance in Context

Distinction 15-14 marks	Merit 13-12 marks	Pass 11-10 marks
<ul style="list-style-type: none"> • Sophisticated and perceptive evaluation of the music, with evidence of strong analytical skills • Submission brings together material from an extensive range of sources, with evidence of detailed and relevant research • Submission is excellently structured; specific terminology is appropriate throughout and conclusions are authoritative and convincing • Content is entirely relevant to the chosen task and communication is compelling • Self-evaluation is comprehensive, with compelling evidence of significant personal insight, reflection and original thought 	<ul style="list-style-type: none"> • Insightful and detailed evaluation of the music, with evidence of solid analytical skills • Submission brings together material from a wide range of sources, with evidence of relevant research • Submission is effectively structured; specific terminology is mostly appropriate and conclusions are convincing • Content is largely relevant to the chosen task and communication is strong • Self-evaluation is thorough, with detailed evidence of personal insight and reflection 	<ul style="list-style-type: none"> • Thorough evaluation of the music, with evidence of developing analytical skills • Submission brings together material from a range of sources, with evidence of research • Submission is clearly structured; specific terminology is generally appropriate and conclusions are coherent • Content is generally relevant to the chosen task and communication is clear • Self-evaluation is sufficient, with clear evidence of personal insight and reflection
Below Pass 1 9-7 marks	Below Pass 2 6-5 marks	
<ul style="list-style-type: none"> • Unconvincing evaluation of the music, with limited evidence of analytical skills • Submission brings together material from a narrow range of sources, with limited evidence of research • The submission is poorly structured; specific terminology is rarely appropriate and conclusions are unconvincing • Content is inconsistently relevant to the chosen task and communication is only partially clear • Self-evaluation is unconvincing, with limited evidence of personal insight and reflection 	<ul style="list-style-type: none"> • Evaluation of the music is weak, with little or no evidence of analytical skills • Submission brings together material from few sources, with no evidence of research • The submission is unstructured; specific terminology is used inappropriately and conclusions are incoherent • Content is not relevant to the chosen task and communication is unclear • Lacking self-evaluation with little or no evidence of personal insight and reflection 	