

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"> Highly accomplished and thoroughly engaging performance - to the standard of a public recital Consummate exploration of the tonal colours of the instrument Expressive, idiomatic playing at an exceptionally high level of musical artistry and communication Authoritative and vivid characterisation, demonstrating personal individuality and profound stylistic understanding Performance underpinned by exemplary technical and musical control 	<ul style="list-style-type: none"> Accomplished and engaging performance Skilful and effective exploration of the tonal colours of the instrument Expressive, idiomatic playing at a high level of musical artistry and communication Assured and persuasive characterisation, demonstrating thorough stylistic understanding Performance underpinned by excellent technical and musical control 	<ul style="list-style-type: none"> Mostly accomplished performance Good and effective exploration of the tonal colours of the instrument Expressive, idiomatic playing with musical artistry and communication Clear and engaging characterisation, demonstrating good stylistic understanding Performance underpinned by good technical and musical control
PERFORMANCE AS A WHOLE	<ul style="list-style-type: none"> Compelling and authoritative performance style, with exceptional musical communication and commitment across the programme - a strong musical voice Outstanding control of textures and ensemble and artistic blending and balancing Commanding management of all aspects of the performance situation Exemplary sequence and pacing of programme Exceptional musical understanding is demonstrated, through consummate stylistic interpretation and delivery 	<ul style="list-style-type: none"> Authoritative performance style, with excellent musical communication and commitment 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"> Convincing performance style, with good musical communication and commitment 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 good 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"> • Partially secure performance • Partial and inconsistent exploration of the tonal colours of the instrument • Inconsistently expressive and idiomatic playing, with limited musical artistry and communication • Intermittent characterisation, demonstrating inconsistent stylistic understanding • Partially reliable technical and musical control 	<ul style="list-style-type: none"> • Insecure Performance • Limited exploration of the tonal colours of the instrument • Playing lacks expression and musical artistry • Little or no characterisation, demonstrating limited stylistic understanding • Unreliable technical and musical control
PERFORMANCE AS A WHOLE	<ul style="list-style-type: none"> • Unconvincing performance style with limited musical communication and commitment across the programme • Partial control of textures and ensemble with inconsistently effective blending and balancing • Inconsistent management of the performance situation • Partially effective sequence and pacing of programme • Musical understanding is inconsistently demonstrated; ineffective stylistic interpretation and delivery 	<ul style="list-style-type: none"> • Little or no performance style with weak musical communication and commitment across the programme • Limited control of textures and ensemble with frequent lapses in blending in balancing • Ineffective management of the performance situation • Ineffective sequence and pacing of programme • Limited musical understanding is demonstrated; little or no stylistic interpretation and delivery

Assessment criteria - Unit 2: Research and Reflection

Distinction 15-14 marks	Merit 13-12 marks	Pass 11-10 marks
<ul style="list-style-type: none"> • Sophisticated and perceptive critical evaluation of the music, with evidence of highly developed analytical skills • Submission brings together and synthesises material from an extensive range of sources, with evidence of comprehensive and relevant research • Submission is expertly structured; specific terminology is appropriate throughout and conclusions are authoritative and convincing • Content is entirely relevant to the chosen task, creating an authoritative and persuasive argument; communication is compelling and captivating • Outstanding self-evaluation – comprehensive and perceptive, with compelling evidence throughout of significant personal insight, reflection and original thought 	<ul style="list-style-type: none"> • Insightful and detailed critical evaluation of the music, with evidence of strong analytical skills • Submission brings together material from a wide range of sources, with evidence of detailed and relevant research • Submission is excellently structured; specific terminology is largely appropriate and conclusions are convincing • Content is relevant to the chosen task, creating a persuasive argument; communication is compelling • Excellent self-evaluation – thorough, with detailed evidence of personal insight, reflection and original thought 	<ul style="list-style-type: none"> • Thorough critical evaluation of the music, with evidence of solid analytical skills • Submission brings together material from a range of sources, with evidence of relevant research • Submission is effectively structured; specific terminology is mostly appropriate and conclusions are coherent • Content is largely relevant to the chosen task, creating a cohesive argument; communication is strong • Good self-evaluation – clear, with detailed 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 critical evaluation of the music, with limited evidence of analytical skills • Submission brings together material from few sources, with limited evidence of research • Submission is ineffectively structured; specific terminology is only generally appropriate and conclusions are mostly unconvincing • Content is partially relevant to the chosen task, creating a partially cohesive argument; communication is inconsistently clear • Unconvincing self-evaluation - partially clear, with limited evidence of personal insight and reflection 	<ul style="list-style-type: none"> • Weak critical evaluation of the music, with little or no evidence of analytical skills • Submission brings together material from very few sources, with no 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, creating an unclear argument; communication is weak • Lacking in self-evaluation - unclear, with little evidence of personal insight and reflection 	