



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

*Scéimeanna Marcála*

*Scrúduithe Ardteistiméireachta, 2005*

*Ceol*

*Ardleibhéal*

*Marking Scheme*

*Leaving Certificate Examination, 2005*




*Music*

*Higher level*


Question	Descriptors		Mark	Total
<b>1</b>	<b>A</b>	Melody has style and imagination. Very aware of shape and structure. Excellent development of opening ideas. Very good points of climax.	34 – 40	<b>40</b>
	<b>B</b>	Good sense of shape and structure. Musical, with good point(s) of climax. Opening ideas well developed.	28 – 33	
	<b>C</b>	A good sense of melodic and rhythmic interest. Points of rest outlined. Good development of opening ideas with a sense of structure and good technical knowledge.	22 – 27	
	<b>D</b>	A fair sense of shape and some awareness of balance between phrases. Reasonable sense of structure and technical knowledge.	16 – 21	
	<b>E</b>	Some melodic and rhythmic interest. Little sense of structure or technical knowledge. Poor shape.	10 – 15	
	<b>F</b>	No shape, sense of structure or technical knowledge.	0 - 9	
	<i>Deductions, if omitted or deficient: Phrasing (structural / articulation / both), dynamics, instrument (up to 2 each). Accept one correct instrument only (clef &amp; range)</i>			
<b>2</b>	<b>A</b>	Showing excellent style and imagination with a convincing "marriage" of words and music.	34 – 40	<b>40</b>
	<b>B</b>	Melodically and rhythmically convincing with a good sense of words, music and climax.	28 – 33	
	<b>C</b>	Good sense of melody writing with careful word setting. Good sense of climax.	22 – 27	
	<b>D</b>	Awareness of shape and balance between phrases. Some sense of climax. Reasonable sense of technical knowledge and word setting	16 – 21	
	<b>E</b>	Some melodic interest and sense of key. An attempt at word setting. Little sense of technical knowledge. Poor shape.	10 – 15	
	<b>F</b>	No shape. Almost non-existent word setting.	0 - 9	
	<i>Deductions, if omitted or deficient : Phrasing, dynamics, ( up to 2 each).</i>			
<b>3</b>	<b>A</b>	Melody has style and imagination. Very aware of shape and structure. Excellent development of opening ideas. Very good points of climax. Rhythmic integrity and style of dance maintained with flair. Excellent adherence to given structure.	34 – 40	<b>40</b>
	<b>B</b>	Good sense of shape and structure. Musical, with good point(s) of climax. Opening ideas well developed. Rhythmic integrity and style of dance well maintained. Very good adherence to given structure.	28 – 33	
	<b>C</b>	A good sense of melodic and rhythmic interest. Points of rest outlined and good development of opening ideas. Rhythmic integrity of dance fairly well maintained. Good adherence to given structure.	22 – 27	
	<b>D</b>	A fair sense of shape and some awareness of balance between phrases. Good attempt at maintaining dance rhythm. Reasonable sense of technical knowledge. Fair adherence to given structure.	16 – 21	
	<b>E</b>	Some melodic and rhythmic interest. Little sense of structure or technical knowledge. Poor shape. Very little awareness of dance rhythm. Little adherence to given structure.	10 – 15	
	<b>F</b>	No shape, sense of structure or technical knowledge. No sense of appropriate dance rhythm. No adherence to given structure.	0 - 9	
	<i>Deductions, if omitted or deficient : Modulation at a suitable point (4), Phrasing (structural / articulation / both), dynamics, instrument (up to 2 each) Accept one correct instrument only (clef &amp; range)</i>			

Question	Element	Descriptors		Mark	Sub-Total	Total
4	Bass	.5 mark per correct bass note under each chord symbol if treble melody note is also correct.		10.5	20	60
		Quality of bass line, including continuing in style of given opening.		9.5		
	Melody	A	Melody has style and imagination with an excellent awareness of underlying harmonic structure and development of opening ideas. Very good sense of climax.	34 – 40	40	
		B	Good sense of shape and structure. Musical, with a good awareness of harmonic structure and good point(s) of climax. Opening ideas well developed.	28 – 33		
		C	A good sense of melodic and rhythmic interest and awareness of harmonic structure. Points of rest outlined and good development of opening ideas.	22 – 27		
		D	A fair sense of shape and balance between phrases. Notes generally fit chords.	16 – 21		
		E	Some melodic and rhythmic interest. Little sense of structure. Some notes fit chords.	10 – 15		
		F	No shape. Very few notes fit chords.	0 - 9		
5	Chords	1 mark for each chord that is part of a good progression.		24	36	60
		Quality of progressions overall No marks for chord if suffix omitted / minor chords not indicated correctly or any accidental omitted. Dominant may be followed by Dominant 7 <sup>th</sup> .		12		
	Bass	.5 mark per correct bass note under each correct chord symbol in boxes 2-23. 1 mark for correct bass note under box 24. Chord symbol and bass note must match.		12	24	
		Quality of bass line, including continuing in style of given opening, and also including up to 2 marks for note placement throughout.		12		
6	Chords	1 mark for each chord that fits melodic line and is part of a good musical progression. Up to 4 marks for awareness of cadences. Bass notes need not be indicated.		16 + 4	20	60
	Descant	A	Excellent continuation of descant style within harmonic framework	34 – 40	40	
		B	Very good melodic line, which fits well over harmonic structure. Two-part style of given opening well maintained.	28 – 33		
		C	Good melodic line and shape. Melody fits harmonic structure. Good attempt at maintaining two-part style of opening.	22 – 27		
		D	Notes generally fit chords. Some attempt at maintaining style. Fair sense of shape and balance between phrases.	16 – 21		
		E	Some notes fit chords. Little attempt at maintaining style. Little sense of structure. Little sense of technical knowledge.	10 – 15		
		F	Very few notes fit chords. No effort at maintaining style. Very poor technical knowledge.	0 - 9		

	Descriptors	Mark	Total
<b>A</b>	Very creative and original, with good grasp of the principles of composition, orchestration or arranging. Appropriately notated and including a detailed description of the compositional process.	85 – 100	<b>100</b>
<b>B</b>	A good degree of creativity and originality, displaying good control of compositional skills, appropriately notated. Good description of compositional process.	70 – 84	
<b>C</b>	An acceptable degree of originality, with adequate control of musical features, appropriately notated. Fair description of compositional process.	55 – 69	
<b>D</b>	Basic understanding of composition with little evidence of originality. Adequate notation and description of compositional process.	40 – 54	
<b>E</b>	Material presented shows little evidence of elementary compositional skills. Inadequate notation. Description lacks any detail of compositional process.	25 – 39	
<b>F</b>	Little or no value. Composition not notated. No description of compositional process included.	0 - 25	

Q	Sec	Part	Answer	Mark	Sub-Total	Total
1	A	(i)	Sí Bheag, Sí Mhór (2)	2	9	25
		(ii)	4-part canon; @ 8ve; crotchet distance; vln., vla, vc., pno (L.H.); 5-part canon; @ 8ve; crotchet distance; pno (L.H.), pno (R.H.), vc, vla, vln <b>Any 3 components</b> (3)	3		
		(iii)	 <b>.5 mark per correct pitch. Up to 2 marks for contour</b>	.5 x 8		
B	(i)	1. Melody on vln accompanied by vla (2-note / 5-note rhythmic figure); <i>forte</i> ; roughly; senza vibrato; polyphonic;  3. melody at 3 different 8ves on vln, vla, vc and pno clusters; <i>fff</i> ; very little vibrato ; explosively ; higher pitch ; vc & pno also playing ; homophonic;  <b>Up to 2 marks for each of any two differences;</b>	2+2	7		
	(ii)	 <b>(1 x 3)</b>	1 + 1 + 1			
C	(i)	senza vibrato ; cello harmonics ; roughly ; detached ; savagely <b>1 mark for identification. Up to 2 marks for description</b>	1 + 2	9		
	(ii)	An octave lower (2)	2			
	(iii)	Section 1 (A): Sí Bheag, Inversion of Sí Mhór; canon Last section (H): Lord Mayo’s Delight ; canon All sections have rhythms and melodies derived from A ; use of jig rhythm. <i>Any valid reference to Irish characteristics.</i>  <b>.5 mark for each named tune. Up to 3 marks for good description.</b>	1 + 3			
2		(i)	Soprano (.5) flt / ob / organ / vln / horn (.5 + .5)	.5 .5 + .5	1.5	10
		(ii)	G minor	.5	.5	
		(iii)	 <b>Up to 1 mark per bar for each of melody and rhythm.</b>	2 + 2	4	
		(iv)	Stepwise movement (1)	1	1	
		(v)	<b>X</b> = imperfect (I – V) (1.5) <b>Y</b> = Perfect (V – I) (1.5) Either title or chords accepted Incorrect chords cancel out correct title or v.v.	1.5 + 1.5	3	

Q	Sec	Part	Answer	Mark	Sub-Total	Total
3		(i)	Pno (.5) Bass / bass gtr (.5)	.5 + .5	1	10
		(ii)	“away” – end of line 3 (1)	1	1	
		(iii)	Arp. / broken chords on pno; b.gtr & L.H. pno play 1 note per bar (root); b.gtr. gliss. after “trigger now he’s dead”; 2 – note fig. crotchet on pno ; pno. mirrors vocal part at “just begun”; I – vi – ii – V ; chromatic descending bass at “thrown it all away” and “mean to make you cry”; drums play standard rock pattern from “Mama.....ooh”; cymbal crashes at “didn’t mean to make you cry”; <b>1 mark for each of 2 identifications.</b>	1 + 1	2	
		(iv)	<b>Verse 1:</b> no drums at start; no word painting; no lead gtr.; no panning; solo voice; <b>Verse 2:</b> Drums in from start; bell tree / gtr effect, word painting at “shivers down my spine”; lead gtr.; gradual panning; backing vocals; <b>Up to 2 marks for each of two descriptions.</b>	2 + 2	4	
		(v)	stereo; panning; layering; multi-tracking; double tracking; overdubbing; reverb; flangeing; (1 + 1)	2	2	
4		(i)	Exposition (1)	1	1	10
		(ii)	1 <sup>st</sup> subject / strife / Mopntagues & Capulets (.5)	.5	.5	
		(iii)	syncopated / dotted rhythm ; tutti rhythm ; dactyl ; <b>1.5 marks for correct statement or description</b>	1.5	1.5	
		(iv)	<b>1.</b> vc. / cb (1) <b>2.</b> picc. / flt. / ob / cl (1) Semiquaver scale passages (1)	1 + 1 + 1	3	
		(v)	Large orchestra ; rich orchestral texture ; rich harmonies ; variety of tone colour ; programme music ; <b>1 mark for each of two identifications. 1 mark for each description.</b>	2 + 2	4	
5	A1	(i)	flt (.5) vln (.5)	.5 + .5	15	25
			banjo	.5		
		(ii)	jig (.5) 6/8 (.5)	.5 + .5		
	A2	(iii)	.5 for each of 2 bars of jig rhythm	.5 + .5		
		(i)	sean nós ; traditional Irish ; Donegal style ; (.5)	.5		
		(ii)	ornamentation ; free rhythm ; little / no dynamics ; nasal tone ; unaccompanied solo performance ; wide range ; regional characteristics ; <b>1 mark for each of 3 features.</b>	1 + 1 + 1		
		(iii)	more than an 8ve (1)	1		
	A3	(i)	ABBA	1		
		(ii)	gtr ; pipes ; flt ; bass ; pno/keyboard ; vln ; harp ; tin whistle ; <b>.5 mark for each of 4 correct instruments</b>	.5 x 4		
		(iii)	<b>Verse 1:</b> unison singing; acc. by harp block chords; thin texture; <b>Verse 2:</b> 3-pt harmony; descant; gtr, pipes, flt, tin whistle, bass, pno, vln added; full texture; flowing acc.;moving quavers <b>Up to 2 marks for each of 2 descriptions.</b>	2 + 2		

Q	Sec	Part	Answer		Mark	Sub-Total	Total
5	B		Up to 10 marks for quality of answers and knowledge of topic chosen. See descriptors below. <i>Deduct up to 3 marks for quality and relevance of appropriate references.</i>			10	
		A	Excellent awareness and detailed knowledge of musical features of topic.		10		
		B	Very good knowledge of musical features of chosen topic		8-9		
		C	Good knowledge of topic, but lacking in detail.		6-7		
		D	Some general points on topic, but lacking sufficient detail.		4-5		
		E	Generally inadequate response to chosen topic.		2-3		
		F	Little response to chosen topic in evidence.		1		
		NG	No response to chosen topic in evidence.		0		
6	A	(i)	3 (2)		2	5	20
		(ii)	Rhythm 3 (2)		2		
		(iii)	Bar 4 (1)		1		
	B	(i)	Unison (1)		1	6	
		(ii)		.5 for each of 8 correct pitches	.5 x 8		
		(iii)	Trumpet (1)		1		
	C	(i)	Line 2: louder; pitched higher; no rest in middle of phrase; timpani and trumpet added; brief transition to A; Up to 2 marks for each of 2 differences		2 + 2	9	
		(ii)	1. bass (.5)      2. tenor (.5)      3. alto (.5)      4. soprano (.5)		.5 x 4		
		(iii)	f and ffi dynamics; long held notes; repetition ; use of rests ; rich instrumentation ; use of tpt and timp.; augmented “halleluia” at end; sustained notes; repetition of “for ever2 and “halleluia”; polyphony; sop / alto v. tenor / bass; rising melody ; word painting; unison rhythms at end; Any other valid description. Up to 3 marks for one valid description.		3		

Element	Question	Descriptors		Mark	Sub-Total	Total
Tape		10 relevant extracts No marks if tape obviously dubbed For extracts significantly over 30 seconds, deduct .5 mark each		10	10	100
Paper	1	Name of topic		-		
	2	Relevant and appropriate sources		-		
	3	Five relevant pieces		-		
	4	A	Excellent awareness and detailed knowledge of musical features of topic. Well-researched, with appropriate personal response.	77 - 90	90	
		B	Very good knowledge of musical features of chosen topic. Well researched, but personal response less well developed.	63 – 76		
		C	Chosen topic lacks sufficient focus. Good knowledge of musical features of chosen topic, but lacking in detail. Some evidence of personal response. Adequate research in evidence.	50 – 62		
		D	Some general points on topic, but lacking any detail. Very little evidence of research or personal response. Choice of topic too broad to allow for appropriate detailed and personal response. Little reference to musical features of topic.	36 – 49		
		E	Generally inadequate response to chosen topic. No evidence of research or personal response.	23 – 35		
		F	Little response to chosen topic in evidence.	9 – 22		
		NG	No response to chosen topic in evidence.	0 - 8		

Deduct up to 5 marks for quality of sources at Question 2

Deduct up to 5 marks (1 mark per piece) for omission of 5 relevant pieces at Question 3

Deduct up to 5 marks for non – reference or inadequate reference to taped extracts and named pieces at Question 4.



**Higher Level (One activity) Solo/Group Performance (100marks)**  
**Three songs/pieces presented and performed and one unseen test**

<b>I Control of the Medium (20)</b>			<b>II Chosen Music &amp; Standard of Performance (60)</b>					<b>III SR /AM / Imp (20)</b>	
<i>Note accuracy and rhythmic consistency Manual/technical dexterity</i>			<i>Musicality – phrasing, dynamics, expression, tone. Interpretation – style, understanding, (ensemble) Programme content – variety, standard, suitability</i>						
Gr	Mk	Description	Mk	Group <i>No more than two per part Harmony if / as appropriate to style</i>	Classical	Popular	Traditional	Mk	Description
<b>A</b>	<b>18-20 17</b>	<ul style="list-style-type: none"> <li>Technically fluent and secure</li> <li>Notes and rhythm all fit into place</li> <li>Completely confident</li> <li>Full control of inst. / voice</li> <li>Excellent intonation</li> <li>Music of required standard</li> </ul>	<b>54-60 51-53</b>	<ul style="list-style-type: none"> <li>Strong sense of musical style</li> <li>Strong member of ensemble (balance, chording, dynamics, interpretation)</li> <li>Total interaction with other members of group</li> </ul>	<ul style="list-style-type: none"> <li>Pure, controlled tone</li> <li>Structure &amp; expression explored with imagination</li> <li>Communicates with confidence</li> <li>Music of required standard</li> </ul>	<ul style="list-style-type: none"> <li>Excellent <b>feel</b> for style</li> <li>Capable of bending the rhythm musically <b>V</b></li> <li>Good key choice <b>V</b></li> <li>Some imaginative harmonies <b>I</b></li> <li>Music of required standard</li> </ul>	<ul style="list-style-type: none"> <li>The music communicates</li> <li>“Lilting” feel to the music</li> <li>Very good sense of phrasing</li> <li>Some melodic variation in groups</li> <li>Music of required standard</li> </ul>	<b>18-20 17</b>	<ul style="list-style-type: none"> <li>Fluent &amp; accurate</li> <li>Quick response <b>A</b></li> <li>Good tempo and dynamics</li> <li>Excellent dev. of given material (<b>I</b>)</li> </ul>
<b>B</b>	<b>16 15 14</b>	<ul style="list-style-type: none"> <li>Notes and rhythms are mostly accurate</li> <li>Tempo is well chosen and consistent</li> <li>Good control of inst./ voice</li> <li>Good intonation</li> <li>Music slightly below standard</li> </ul>	<b>48-50 45-47 42-44</b>	<ul style="list-style-type: none"> <li>Generally convincing</li> <li>Good interaction and awareness of others</li> <li>Some imbalance (dynamics, chording, parts, interpretation)</li> </ul>	<ul style="list-style-type: none"> <li>Sustained tone and breathing as appropriate</li> <li>Awareness of phrase, shape, dynamics</li> <li>Music slightly below standard</li> </ul>	<ul style="list-style-type: none"> <li>Good feel for shape and words <b>V</b></li> <li>An awareness of the harmonic support <b>V</b></li> <li>Sense of freedom in playing <b>I</b></li> <li>Some creativity in harmonies <b>I</b></li> <li>Music slightly below standard</li> </ul>	<ul style="list-style-type: none"> <li>Good communication</li> <li>Rhythm is fairly fluent</li> <li>Natural sense of phrasing</li> <li>Music slightly below standard</li> </ul>	<b>16 15 14</b>	<ul style="list-style-type: none"> <li>Steady rhythm</li> <li>Minor errors/ hesitations</li> <li>Good response <b>A</b></li> <li>Good dev. of given material (<b>I</b>)</li> </ul>
<b>C</b>	<b>13 12 11</b>	<ul style="list-style-type: none"> <li>Some technical inability, but not enough to mar the musical communication</li> <li>Fair control of inst. / voice</li> <li>Fair intonation</li> <li>Music somewhat below standard</li> </ul>	<b>39-41 36-38 33-35</b>	<ul style="list-style-type: none"> <li>Causes imbalance in group (dynamics, chording)</li> <li>Difficulty in holding line</li> <li>Very little interaction</li> </ul>	<ul style="list-style-type: none"> <li>Careless tone production and breathing</li> <li>Structural phrasing and expressive qualities obvious</li> <li>Music somewhat below standard</li> </ul>	<ul style="list-style-type: none"> <li>Limited appreciation of pop style</li> <li>Square rhythm</li> <li>Melodic line broken for wrong reasons</li> <li>Music somewhat below standard</li> </ul>	<ul style="list-style-type: none"> <li>Music feels stilted</li> <li>Rhythm lacks fluency</li> <li>Phrasing interferes with rhythm</li> <li>Music somewhat below standard</li> </ul>	<b>13 12 11</b>	<ul style="list-style-type: none"> <li>Fairly accurate</li> <li>Some hesitation</li> <li>Adequate response <b>A</b></li> <li>Fair dev. of given material (<b>I</b>)</li> </ul>
<b>D</b>	<b>10 9 8</b>	<ul style="list-style-type: none"> <li>Careless note placing</li> <li>Lack of continuity</li> <li>Little control of inst./voice</li> <li>Problems with intonation</li> <li>Music well below standard</li> </ul>	<b>30-32 27-29 24-26</b>	<ul style="list-style-type: none"> <li>Contribution to the group weak</li> <li>No sense of balance or awareness</li> </ul>	<ul style="list-style-type: none"> <li>Primitive shaping</li> <li>Lack of control in tone production</li> <li>Music well below standard</li> </ul>	<ul style="list-style-type: none"> <li>Melody line very disrupted</li> <li>Rhythm laboured or too metrical</li> <li>Poor sense of style</li> <li>Music well below standard</li> </ul>	<ul style="list-style-type: none"> <li>Performance is pedantic</li> <li>Lacks musicality</li> <li>Music well below standard</li> </ul>	<b>10 9 8</b>	<ul style="list-style-type: none"> <li>Slow response <b>A</b></li> <li>Unsteady, inaccurate</li> <li>No dev. of given material (<b>I</b>)</li> </ul>
<b>E</b>	<b>5-7 2-4 0-1</b>	<ul style="list-style-type: none"> <li>Very limited skill</li> <li>Obvious inaccuracies</li> <li>No continuity</li> <li>Standard of music completely elementary</li> </ul>	<b>15-23 6-14 0-5</b>	<ul style="list-style-type: none"> <li>Total lack of care in tone production</li> <li>Performance does not communicate musically</li> <li>Work unprepared</li> <li>Contribution to group negligible (where applicable)</li> <li>Standard of music completely elementary</li> </ul>				<b>5-7 2-4 0-1</b>	<ul style="list-style-type: none"> <li>Completely unsteady</li> <li>Unrecognisable</li> </ul>

**Higher Level (two activities) – Solo/Group Performance (100 marks)**  
**Two songs / pieces presented and performed *in each activity* and one unseen test**

<b>I Control of the Medium (max 20) (10 + 10)</b>			<b>II Chosen Music &amp; Standard of Performance (max 60) (30 + 30)</b>					<b>III SR /AM / Imp (max 20) <u>HL</u> test to be given</b>	
<i>Note accuracy and rhythmic consistency Manual/technical dexterity</i>			<i>Musicality – phrasing, dynamics, expression, tone. Interpretation – style, understanding, (ensemble) Programme content – variety, standard, suitability</i>					<b>N.B. Only <u>ONE</u> to be given</b>	
<b>Gr</b>	<b>Mk</b>	<b>Description</b>	<b>Mk</b>	<b>Group</b> <i>No more than two per part Harmony if / as appropriate to style</i>	<b>Classical</b>	<b>Popular</b>	<b>Traditional</b>	<b>Mk</b>	<b>Description</b>
<b>A</b>	<b>9-10 8.5</b>	<ul style="list-style-type: none"> <li>Note accurate</li> <li>Rhythmically consistent</li> <li>Good control of medium</li> <li>Good intonation</li> <li>Music of required standard</li> </ul>	<b>27-30 26</b>	<ul style="list-style-type: none"> <li>Strong member of ensemble</li> <li>Makes a positive input to musical balance of group</li> <li>Good interaction and awareness</li> <li>Confident performance</li> </ul>	<ul style="list-style-type: none"> <li>Clear tone</li> <li>Performed with feeling</li> <li>Good attention to dynamics</li> <li>Music of required standard</li> </ul>	<ul style="list-style-type: none"> <li>Good sense of style</li> <li>Good feel for pop / rock rhythms</li> <li>Good key choice</li> <li>Music of required standard</li> </ul>	<ul style="list-style-type: none"> <li>A musical performance</li> <li>Consistent, lilting rhythm</li> <li>Music of required standard</li> </ul>	<b>18-20 17</b>	<ul style="list-style-type: none"> <li>Fluent &amp; accurate</li> <li>Quick response <b>A</b></li> <li>Good tempo and attention to dynamics</li> <li>Excellent dev. of given material (<b>I</b>)</li> </ul>
<b>B</b>	<b>8 7.5 7</b>	<ul style="list-style-type: none"> <li>Generally note accurate</li> <li>Rhythm generally consistent</li> <li>Some intonation problems</li> <li>Reasonable control of medium</li> <li>Music slightly below standard</li> </ul>	<b>24-25 23 21-22</b>	<ul style="list-style-type: none"> <li>Not completely confident</li> <li>Some hesitation (register, line)</li> <li>Some imbalance (too loud/soft for group)</li> <li>Some interaction and awareness</li> </ul>	<ul style="list-style-type: none"> <li>Reasonable tone control</li> <li>Performed with some feeling</li> <li>Reasonable attention to dynamics</li> <li>Music slightly below standard</li> </ul>	<ul style="list-style-type: none"> <li>Reasonable sense of style</li> <li>Reasonable feel for words and/or rhythm</li> <li>Music slightly below standard</li> </ul>	<ul style="list-style-type: none"> <li>Fairly musical performance</li> <li>Rhythm lacks “lift”</li> <li>Music slightly below standard</li> </ul>	<b>16 15 14</b>	<ul style="list-style-type: none"> <li>Steady rhythm</li> <li>Minor errors/ hesitations</li> <li>Good response <b>A</b></li> <li>Good dev. of given material (<b>I</b>)</li> </ul>
<b>C</b>	<b>6.5 6 5.5</b>	<ul style="list-style-type: none"> <li>Inaccuracies in pitch and rhythm</li> <li>Little control of medium (intonation / breathing)</li> <li>Music somewhat below standard</li> </ul>	<b>20 18-19 17</b>	<ul style="list-style-type: none"> <li>Some difficulty in holding line</li> <li>Passive member of group</li> <li>Causes imbalance in group</li> <li>Very little interaction</li> </ul>	<ul style="list-style-type: none"> <li>Expressive gesture is exaggerated and over-pronounced</li> <li>Breathy tone</li> <li>Little sense of phrasing / dynamics</li> <li>Music somewhat below standard</li> </ul>	<ul style="list-style-type: none"> <li>Square /straight rhythm</li> <li>Little evidence of pop style</li> <li>Music somewhat below standard</li> </ul>	<ul style="list-style-type: none"> <li>Limited musical interest</li> <li>Rhythm lacks fluency</li> <li>Music somewhat below standard</li> </ul>	<b>13 12 11</b>	<ul style="list-style-type: none"> <li>Fairly accurate</li> <li>Some hesitation</li> <li>Adequate response <b>A</b></li> <li>Fair dev of given material (<b>I</b>)</li> </ul>
<b>D</b>	<b>5 4.5 4</b>	<ul style="list-style-type: none"> <li>Limited technique</li> <li>Lacks musical confidence</li> <li>Lack of control of medium (intonation / breathing)</li> <li>Music well below standard</li> </ul>	<b>15-16 14 12-13</b>	<ul style="list-style-type: none"> <li>Little contribution to the group</li> <li>Difficulty in holding line</li> <li>No sense of balance or awareness</li> </ul>	<ul style="list-style-type: none"> <li>No sense of phrasing / dynamics</li> <li>Primitive tone</li> <li>Music well below standard</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of pop style</li> <li>Melody and rhythm erratic</li> <li>Music well below standard</li> </ul>	<ul style="list-style-type: none"> <li>Very little sense of style</li> <li>Rhythm is very stiff</li> <li>Music well below standard</li> </ul>	<b>10 9 8</b>	<ul style="list-style-type: none"> <li>Slow response <b>A</b></li> <li>Unsteady, inaccurate</li> <li>No dev. of given material (<b>I</b>)</li> </ul>
<b>E</b>	<b>2.5-3 1-2 0</b>	<ul style="list-style-type: none"> <li>Obvious inaccuracies throughout</li> <li>No control of medium</li> <li>Standard of music completely elementary</li> </ul>	<b>8-11 3-7 0-2</b>	<ul style="list-style-type: none"> <li>Musical response is hardly discernible</li> <li>Work largely unprepared</li> <li>Contribution to group negligible (where applicable)</li> <li>Standard of music completely elementary</li> </ul>				<b>5-7 2-4 0-1</b>	<ul style="list-style-type: none"> <li>Completely unsteady</li> <li>Unrecognizable</li> </ul>

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

I Control of the Medium (20)					II Chosen Music & Standard of Performance (60)				
Input & Edits			Performing		Inputting & Edits (20) <i>One score of two parts</i> - Demonstrate inputting - Make six edits - Save and retrieve - Produce tape/score		Performing (40) Play two pieces on an electronic instrument / with midi controller <b>or</b> Compile and perform to own backing track		
<b>A</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Inputting and edits completely accurate</li> <li>Music of required standard</li> </ul>	<b>13</b>	<ul style="list-style-type: none"> <li>Technically fluent &amp; secure</li> <li>Notes and rhythm all fit into place</li> <li>Completely confident</li> <li>Full control of instrument/voice</li> <li>Music of required standard</li> </ul>	<b>18-20</b>	<ul style="list-style-type: none"> <li>Inputting carried out with confidence</li> <li>Edits, save &amp; retrieve, printing, performed without hesitation</li> <li>Result of edits very musical (where relevant)</li> <li>Secure understanding of system</li> <li>Music of required</li> </ul>	<b>36-40</b>	<ul style="list-style-type: none"> <li>Proof/evidence/description of compilation <b>BT</b></li> <li>Appropriate choice of instrumentation /key <b>BT</b></li> <li>Very convincing backing track (balance, chording, dynamics, interpretation)</li> <li>Excellent balance between backing track and performance</li> <li>Strong sense of musical style</li> <li>Very convincing performance</li> <li>Communicates with confidence in performance</li> <li>Music of required standard</li> </ul>	<b>34-35</b>
	<b>6</b>		<b>12</b>						
	<b>5</b>		<b>11</b>						
<b>B</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Some small errors in inputting and / or edits</li> <li>Music slightly below standard</li> </ul>	<b>10</b>	<ul style="list-style-type: none"> <li>Excellent intonation</li> <li>Technically secure most of the time</li> <li>Notes and rhythm are mostly accurate</li> <li>Fairly confident</li> <li>Music slightly below standard</li> </ul>	<b>16</b>	<ul style="list-style-type: none"> <li>Inputting carried out with reasonable confidence</li> <li>Fairly confident execution of edits, save &amp; retrieve and printing</li> <li>Result of edits musical (where relevant)</li> <li>Reasonably secure understanding of system</li> <li>Music slightly below standard</li> </ul>	<b>32-33</b>	<ul style="list-style-type: none"> <li>Reasonable proof/evidence/description of compilation <b>BT</b></li> <li>Fairly appropriate choice of instrumentation/key <b>BT</b></li> <li>Generally convincing backing track (balance, chording, dynamics)</li> <li>Some imbalance between backing track and performance</li> <li>Reasonable sense of musical style</li> <li>Convincing performance</li> <li>Music slightly below standard</li> </ul>	<b>30-31</b>
	<b>4</b>		<b>9</b>						
	<b>3</b>		<b>8</b>						
<b>C</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Obvious inaccuracies in inputting and edits</li> <li>Music somewhat below standard</li> </ul>	<b>8</b>	<ul style="list-style-type: none"> <li>Good control of instrument/voice</li> <li>Good intonation</li> <li>Some technical inability</li> <li>Inaccuracies in notes and rhythm</li> <li>Music somewhat below standard</li> </ul>	<b>13</b>	<ul style="list-style-type: none"> <li>Adequate input and execution of edits, save &amp; retrieve and printing</li> <li>Result of edits fairly musical (where relevant)</li> <li>Fair understanding of system</li> <li>Music somewhat below standard</li> </ul>	<b>26-27</b>	<ul style="list-style-type: none"> <li>Fairly reasonable proof/evidence/description of compilation <b>BT</b></li> <li>Choice of instrumentation/key adequate but not appropriate to performance <b>BT</b></li> <li>Some convincing features of backing track (balance, chording, dynamics)</li> <li>Lack of balance between backing track and performance</li> <li>Sense of musical style not convincing</li> <li>Adequate performance</li> <li>Music somewhat below standard</li> </ul>	<b>24-25</b>
	<b>3</b>		<b>7</b>						
	<b>2</b>		<b>6</b>						
<b>D</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Constant errors in inputting and edits</li> <li>Music well below standard</li> </ul>	<b>6</b>	<ul style="list-style-type: none"> <li>Lacking in confidence</li> <li>Fair control of instrument/voice</li> <li>Fair intonation</li> <li>Little technical ability</li> <li>Music well below standard</li> </ul>	<b>10</b>	<ul style="list-style-type: none"> <li>Difficulty in inputting, executing edits, save &amp; retrieve and printing</li> <li>Result of edits not always musical (where relevant)</li> <li>Little knowledge of system</li> <li>Music well below standard</li> </ul>	<b>20-21</b>	<ul style="list-style-type: none"> <li>Difficulty in providing proof/evidence/description of compilation <b>BT</b></li> <li>Inappropriate choice of instrumentation/key</li> <li>Features of backing track very basic (balance, chording, dynamics)</li> <li>No sense of balance between backing track and performance</li> <li>Little sense of musical style</li> <li>Performance lacks musicality</li> <li>Music well below standard</li> </ul>	<b>18-19</b>
	<b>2</b>		<b>5</b>						
	<b>1</b>		<b>4</b>						
<b>E</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Completely inaccurate</li> <li>Standard of music completely elementary</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Little control of instrument/voice</li> <li>Problems with intonation</li> <li>Very little technical skill</li> <li>No continuity</li> <li>Standard of music completely elementary</li> </ul>	<b>5-7</b>	<ul style="list-style-type: none"> <li>Unable to execute edits etc / input data</li> <li>Result of edits unmusical (where relevant)</li> <li>Work unprepared</li> <li>Standard of music completely elementary</li> </ul>	<b>10-15</b>	<ul style="list-style-type: none"> <li>No proof/evidence/description of compilation of backing track</li> <li>Work unprepared</li> <li>Total lack of care in tone production</li> <li>Performance does not communicate musically</li> <li>Standard of music completely elementary</li> </ul>	<b>4-9</b>
	<b>0</b>		<b>0-2</b>						
	<b>0</b>		<b>0-1</b>						

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

I Control of the Medium (20)			II Chosen Music & Standard of Performance (60)				III SR /AM/ Imp (20)	
<i>Note accuracy and rhythmic consistency</i> <i>Manual/technical dexterity</i>			<i>Musicality – phrasing, dynamics, expression, tone.</i> <i>Interpretation – style, understanding, (ensemble)</i> <i>Programme content – variety, standard, suitability</i>					
Grade	Mark	Description  C = Conducting I = Improvisation T = Technology	Mark	Group	Improvising	Conducting	Mark	Description  A = Aural Memory S = Sight-reading I = Improvisation
<b>A</b>	<b>18-20</b> <b>17</b>	<ul style="list-style-type: none"> <li>Completely confident</li> <li>Technically fluent &amp; secure <b>I</b></li> <li>Clear indication of beat <b>C</b> (NB – Vocal style = freer)</li> <li>Full control of performance <b>C</b></li> <li>Excellent control of phrasing &amp; dynamics <b>C</b></li> <li>Music of required standard</li> </ul>	<b>54-60</b> <b>51-53</b>	<ul style="list-style-type: none"> <li>No more than two per part</li> <li>Harmony if / as appropriate to style</li> </ul>	<ul style="list-style-type: none"> <li>Three pieces</li> <li>demonstrate three types of improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Three pieces or songs</li> <li>One unseen score</li> <li>One unseen test</li> </ul>	<b>18-20</b> <b>17</b>	<ul style="list-style-type: none"> <li>Fluent &amp; accurate</li> <li>Quick response <b>A</b></li> <li>Good tempo and attention to dynamics</li> <li>Excellent dev. of given material (<b>I</b>)</li> </ul>
<b>B</b>	<b>16</b> <b>15</b> <b>14</b>	<ul style="list-style-type: none"> <li>Fairly confident</li> <li>Fairly clear indication of beat <b>C</b></li> <li>Good control of dynamics and phrasing <b>C</b></li> <li>Music slightly below standard</li> </ul>	<b>48-50</b> <b>45-47</b> <b>42-44</b>	<ul style="list-style-type: none"> <li>Generally convincing</li> <li>Good interaction and awareness of others</li> <li>Some imbalance (dynamics, chording, parts, interpretation)</li> </ul>	<ul style="list-style-type: none"> <li>Generally convincing</li> <li>Sense of freedom in performance</li> <li>Good sense of style</li> <li>Music slightly below standard</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of phrase, shape and dynamics</li> <li>Generally convincing</li> <li>Good rapport with ensemble</li> <li>Music slightly below standard</li> </ul>	<b>16</b> <b>15</b> <b>14</b>	<ul style="list-style-type: none"> <li>Steady rhythm</li> <li>Minor errors/ hesitations</li> <li>Good response <b>A</b></li> <li>Good dev. of given material (<b>I</b>)</li> </ul>
<b>C</b>	<b>13</b> <b>12</b> <b>11</b>	<ul style="list-style-type: none"> <li>Some technical inability, but not enough to mar the musical communication</li> <li>Beat vague at times <b>C</b></li> <li>Music somewhat below standard</li> </ul>	<b>39-41</b> <b>36-38</b> <b>33-35</b>	<ul style="list-style-type: none"> <li>Causes imbalance in group (dynamics, chording)</li> <li>Difficulty in holding line</li> <li>Very little interaction</li> </ul>	<ul style="list-style-type: none"> <li>Adequate continuity</li> <li>Music somewhat below standard</li> </ul>	<ul style="list-style-type: none"> <li>Adequate continuity</li> <li>Some rapport</li> <li>Music somewhat below standard</li> </ul>	<b>13</b> <b>12</b> <b>11</b>	<ul style="list-style-type: none"> <li>Fairly accurate</li> <li>Some hesitation</li> <li>Adequate response <b>A</b></li> <li>Fair dev. of given material (<b>I</b>)</li> </ul>
<b>D</b>	<b>10</b> <b>9</b> <b>8</b>	<ul style="list-style-type: none"> <li>Lack of control / continuity</li> <li>Difficulty with beat <b>C</b></li> <li>No ability to shape / indicate dynamics <b>C</b></li> <li>Music well below standard</li> </ul>	<b>30-32</b> <b>27-29</b> <b>24-26</b>	<ul style="list-style-type: none"> <li>Contribution to the group weak</li> <li>No sense of balance or awareness</li> </ul>	<ul style="list-style-type: none"> <li>Very little communication</li> <li>Improvisation very basic</li> <li>Music well below standard</li> </ul>	<ul style="list-style-type: none"> <li>Little communication</li> <li>Little rapport</li> <li>No dynamic shaping</li> <li>Music well below standard</li> </ul>	<b>10</b> <b>9</b> <b>8</b>	<ul style="list-style-type: none"> <li>Slow response <b>A</b></li> <li>Unsteady, inaccurate</li> <li>No development of given material (<b>I</b>)</li> </ul>
<b>E</b>	<b>5-7</b> <b>2-4</b> <b>0-1</b>	<ul style="list-style-type: none"> <li>Very little skill</li> <li>Obvious inaccuracies</li> <li>No continuity</li> <li>Standard of music completely elementary</li> </ul>	<b>15-23</b> <b>6-14</b> <b>0-5</b>	<ul style="list-style-type: none"> <li>Performance does not communicate musically</li> <li>Work unprepared; no rapport with ensemble</li> <li>Unable to execute edits / input data (Tech)</li> <li>Standard of music completely elementary</li> </ul>			<b>5-7</b> <b>2-4</b> <b>0-1</b>	<ul style="list-style-type: none"> <li>Completely unsteady</li> <li>Unrecognisable</li> </ul>

## Higher Level Elective (Two Activities) – Improvisation/Conducting

<b>I Control of the Medium (40)</b> <b>(20 + 20)</b> <i>Note accuracy and rhythmic consistency</i> <i>Manual/technical dexterity</i>			<b>II Chosen Music &amp; Standard of Performance (140)</b> <b>(70 + 70)</b> <i>Musicality – phrasing, dynamics, expression, tone.</i> <i>Interpretation – style, understanding, (ensemble)</i> <i>Programme content – variety, standard, suitability</i>				<b>III SR /AM / Imp (20)</b> <b><u>HL</u> test to be given</b> <b>N.B. Only <u>ONE</u> to be given</b>	
<b>Grade</b>	<b>Mark</b>	<b>Description</b>  C = Conducting I = Improvisation T = Technology	<b>Mark</b>	<b>Group</b>	<b>Improvising</b>	<b>Conducting</b>	<b>Mark</b>	<b>Description</b>  A = Aural Memory S = Sight-reading I = Improvisation
<b>A</b>	<b>18-20</b> <b>17</b>	<ul style="list-style-type: none"> <li>Note accurate</li> <li>Rhythmically consistent</li> <li>Secure beat C</li> <li>Good control of instrument</li> <li>Music of required standard</li> </ul>	<b>63-70</b> <b>60-62</b>	<ul style="list-style-type: none"> <li>No more than two per part</li> <li>Harmony if/as appropriate to style</li> <li>Strong member of ensemble</li> <li>Makes a positive input to musical balance of group</li> <li>Good interaction and awareness</li> <li>Confidant performance</li> </ul>	<ul style="list-style-type: none"> <li><u>Four</u> pieces</li> <li>Melodic/rhythmic/ harmonic / mood or combination</li> <li>Good sense of style</li> <li>Chosen medium well explored</li> <li>Music of required standard</li> </ul>	<ul style="list-style-type: none"> <li><u>Four</u> pieces or songs</li> <li><u>One</u> unseen score</li> <li><u>One</u> unseen test</li> <li>Performed with feeling</li> <li>Good rapport with ensemble</li> <li>Good sense of phrasing</li> <li>Attention to dynamics</li> <li>Music of required standard</li> </ul>	<b>18-20</b> <b>17</b>	<ul style="list-style-type: none"> <li>Fluent &amp; accurate</li> <li>Quick response <b>A</b></li> <li>Good tempo and attention to dynamics</li> <li>Excellent development of given material (<b>I</b>)</li> </ul>
<b>B</b>	<b>16</b> <b>15</b> <b>14</b>	<ul style="list-style-type: none"> <li>Generally note accurate</li> <li>Rhythm generally consistent</li> <li>Fairly secure beat C</li> <li>Reasonable control</li> <li>Music slightly below standard</li> </ul>	<b>56-59</b> <b>53-55</b> <b>49-52</b>	<ul style="list-style-type: none"> <li>Not completely confident</li> <li>Some hesitation (register, line)</li> <li>Some imbalance (too loud / soft for group)</li> <li>Some interaction and awareness</li> </ul>	<ul style="list-style-type: none"> <li>Chosen idiom fairly well explored</li> <li>Music slightly below standard</li> </ul>	<ul style="list-style-type: none"> <li>Performed with feeling</li> <li>Fairly good rapport with ensemble</li> <li>Music slightly below standard</li> </ul>	<b>16</b> <b>15</b> <b>14</b>	<ul style="list-style-type: none"> <li>Steady rhythm</li> <li>Minor errors/ hesitations</li> <li>Good response <b>A</b></li> <li>Good development of given material (<b>I</b>)</li> </ul>
<b>C</b>	<b>13</b> <b>12</b> <b>11</b>	<ul style="list-style-type: none"> <li>Inaccuracies in pitch / rhythm</li> <li>Lack of control of medium (intonation / breathing)</li> <li>Little control of beat C</li> <li>Music somewhat below standard</li> </ul>	<b>46-48</b> <b>42-45</b> <b>39-41</b>	<ul style="list-style-type: none"> <li>Some difficulty in holding line</li> <li>Passive member of group</li> <li>Causes imbalance in group</li> <li>Very little interaction</li> </ul>	<ul style="list-style-type: none"> <li>Some exploration of chosen idiom</li> <li>Music somewhat below standard</li> </ul>	<ul style="list-style-type: none"> <li>Expressive gesture is exaggerated</li> <li>Some rapport with ensemble</li> <li>Music somewhat below standard</li> </ul>	<b>13</b> <b>12</b> <b>11</b>	<ul style="list-style-type: none"> <li>Fairly accurate</li> <li>Some hesitation</li> <li>Adequate response <b>A</b></li> <li>Fair development of given material (<b>I</b>)</li> </ul>
<b>D</b>	<b>10</b> <b>9</b> <b>8</b>	<ul style="list-style-type: none"> <li>Limited technique</li> <li>Lacks musical confidence</li> <li>Little control</li> <li>Music well below standard</li> </ul>	<b>35-38</b> <b>32-34</b> <b>28-31</b>	<ul style="list-style-type: none"> <li>Little contribution to the group</li> <li>Difficulty in holding line</li> <li>No sense of balance/awareness</li> </ul>	<ul style="list-style-type: none"> <li>Little exploration of chosen idiom</li> <li>Music well below standard</li> </ul>	<ul style="list-style-type: none"> <li>Very little sense of phrasing</li> <li>Music well below standard</li> </ul>	<b>10</b> <b>9</b> <b>8</b>	<ul style="list-style-type: none"> <li>Slow response <b>A</b></li> <li>Unsteady, inaccurate</li> <li>No development of given material (<b>I</b>)</li> </ul>
<b>E</b>	<b>5-7</b> <b>2-4</b> <b>0-1</b>	<ul style="list-style-type: none"> <li>Obvious inaccuracies throughout</li> <li>Little or no control of medium</li> <li>Standard of music completely elementary</li> </ul>	<b>17-30</b> <b>7-16</b> <b>0-6</b>	<ul style="list-style-type: none"> <li>Musical response is hardly discernible</li> <li>Work largely unprepared</li> <li>No rapport with ensemble</li> <li>Unable to input data / execute edits</li> <li>Standard of music completely elementary</li> </ul>			<b>5-7</b> <b>2-4</b> <b>0-1</b>	<ul style="list-style-type: none"> <li>Scarcely attempted</li> <li>Unrecognisable</li> <li>Completely unsteady</li> </ul>