

GOLD AWARD marking criteria

A			
These three areas are to be weighted equally throughout Section A performances:			<i>Parallel guidelines in A1(b) chanted psalmody</i>
<i>Accuracy</i>	<i>Technique</i>	<i>Posture & communication</i>	
A1(a) Song: (9)	A2 Prepared solo item: (23-24) <i>excellent</i>	A3(a-b) Anthem; setting: (15)	A1(b) Psalm: (15)
<ul style="list-style-type: none"> Fluent, flawless performance Impeccable security of text, style, notes and pulse 	<ul style="list-style-type: none"> Assured technical consistency Excellent breathing control 	<ul style="list-style-type: none"> Excellent posture Captivating engagement Mood vividly portrayed 	<ul style="list-style-type: none"> Faultless pointing Very clear, expressive text
(8)	(20-22) <i>confident & stylistic</i>	(13-14)	(13-14)
<ul style="list-style-type: none"> Convincing performance No significant error Stylistic and appropriate tempo, phrasing and articulation 	<ul style="list-style-type: none"> Secure tonal confidence, projection, coloration & control Precise intonation Alert and sensitive use of dynamic opportunities 	<ul style="list-style-type: none"> Confident stance Consistently presented sense of style and mood Clear diction, sensitively communicated text 	<ul style="list-style-type: none"> Consistent style Assured accuracy of pointing Sensitive phrasing/shaping
(7)	(17-19) <i>good</i>	(11-12)	(11-12)
<ul style="list-style-type: none"> Secure performance Considerable accuracy Persuasive style & phrasing An occasional small error in text, notes or pulse, not affecting overall security 	<ul style="list-style-type: none"> Intonation reliably and consistently maintained, incl. in unaccompanied passages Mainly secure breathing technique Effective dynamic interest 	<ul style="list-style-type: none"> Secure posture Engaging performance, with good eye-contact Effective communication of text and meaning 	<ul style="list-style-type: none"> Accurate pointing Clear text/diction Good intonation, incl. chanting notes & unaccompanied verses
(6)=PASS	(16)=PASS <i>lapses in quality</i>	(10)=PASS	(10)
<ul style="list-style-type: none"> Small errors in text or notes, with prompt recovery Lapses in stylistic grasp 	<ul style="list-style-type: none"> Some lapses of intonation Tonal projection consistent, if weaker at extremes of range 	<ul style="list-style-type: none"> Some lapses in posture Some inconsistency in presentation or clarity 	<ul style="list-style-type: none"> A small text/pointing error, with prompt recovery
(4-5)	(12-15)	(8-9)	(8-9)
<ul style="list-style-type: none"> Errors causing some lack of confidence and security Tentative style or phrasing 	<ul style="list-style-type: none"> Lapses in tonal projection and control, or unsuitable vibrato Insecure breathing control 	<ul style="list-style-type: none"> Shifty posture Cautious connection with mood or meaning 	<ul style="list-style-type: none"> Cautious approach Tentative phrasing /shaping
(3)	(8-11) <i>significant concern</i>	(5-7)	(5-7)
<ul style="list-style-type: none"> Loss of security, with poor recovery Lack of musical shape or expression Major breakdown, or incomplete performance 	<ul style="list-style-type: none"> Technically very inconsistent Tone weak or unprojected Vocal strain attempting high or low notes Intonation very insecure Considerable lack of dynamic interest 	<ul style="list-style-type: none"> Poor posture, slouching or fidgeting, or head buried in music copy Text unclear or wayward Considerable reticence or lack of confidence 	<ul style="list-style-type: none"> Text unclear or very inaccurate Lack of momentum /shape in chanting Unmusically phrased or stilted in musical effect
(0) <i>This item was not attempted</i>			

Infringement

Examiners are instructed to deduct marks in the event of an infringement of syllabus or rubrics, and to add a short explanatory sentence in the relevant item box on the marksheet. One third of the item total, at most, might be deducted for a serious infringement.

Possible situations include

- incorrect or incomplete items brought to the exam
- rubrics (concerning voice part, verse/*divisi* sections to be prepared or unaccompanied verses to be sung) ignored
- programme notes on pieces outside the Section A choices, or lack of bibliography accompanying them.

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B1	B2	C2	E
Sight-reading (after guided preparation)	Rehearsal & interpretation	Repertoire questions	Choir in context submission & questions
(15) excellent	(17-18) excellent	(15) excellent	
<ul style="list-style-type: none"> • Highly accurate, fluent and stylistic • Alert expressive detail 	<ul style="list-style-type: none"> • Assured technical knowledge • Impeccable fluency & accuracy • Effective choral leadership 	<ul style="list-style-type: none"> • Assured response • Evidence of wide background knowledge 	<ul style="list-style-type: none"> • Very convincing response • Assured depth of understanding
(13-14) confident & stylistic	(15-16) confident & stylistic	(13-14) confident & accurate	
<ul style="list-style-type: none"> • Persuasive and mainly exact in notes, tempo and expressive detail • Consistent sense of style • Convincing text/diction 	<ul style="list-style-type: none"> • Convincing, stylistic singing • Effective rehearsal response • Cogent grasp of technical, interpretative & stylistic matters • Reliable alternative voice part 	<ul style="list-style-type: none"> • Prompt, cogent answers, with musical details readily recalled • Minimal prompting needed in discussion 	<ul style="list-style-type: none"> • Thoughtfully prepared, liturgically appropriate submission, confidently supported in discussion • Minimal prompting needed
(11-12) good	(13-14) good	(11-12) intelligent response	
<ul style="list-style-type: none"> • Mainly reliable progress, not totally correct • Good tone/intonation • Some expressive details noticed • Generally accurate text 	<ul style="list-style-type: none"> • Reliable effort in rehearsal, incl. singing unaccompanied • Some slips promptly corrected • Alert response to requests, and to technical, interpretative & stylistic questions 	<ul style="list-style-type: none"> • Well prepared answers developed in discussion • Evidence of some more background knowledge 	<ul style="list-style-type: none"> • Well prepared and presented answers • Some understanding evident in all aspects • Detailed response, if occasionally imprecise
(10) lapses/hesitation	(12)=PASS lapses in quality	(10)=PASS lapses/hesitation	
<ul style="list-style-type: none"> • Mainly keeping going • Some rhythmic security, despite slips and errors 	<ul style="list-style-type: none"> • Some errors in rehearsal, with mainly prompt recovery • Errors in technical questions 	<ul style="list-style-type: none"> • Superficial accuracy, but significant loss of detail • Errors in discussion 	<ul style="list-style-type: none"> • Superficial accuracy, but significant loss of detail • Errors in discussion
(8-9)	(9-11)	(8-9)	
<ul style="list-style-type: none"> • Pitch outline usually evident, but numbers of significant errors or delays 	<ul style="list-style-type: none"> • Lack of musical awareness • Tentative response in singing alternative voice part 	<ul style="list-style-type: none"> • Tentative answers • Lack of engagement with programme notes 	<ul style="list-style-type: none"> • Inadequate liturgical awareness in submission • Several tentative answers
(5-7) significant concern	(6-8) significant concern	(5-7) significant concern	
<ul style="list-style-type: none"> • Significant difficulty with text or underlay • Much tonal insecurity • Major breakdown • Reticent and inadequate 	<ul style="list-style-type: none"> • Technically very inconsistent • Ineffective rehearsal response • Considerable reticence or lack of confidence 	<ul style="list-style-type: none"> • Considerable inaccuracy or limited knowledge • Musical periods or dates very confused 	<ul style="list-style-type: none"> • Limited understanding • Uncertainty in reading aloud • Confused, reticent or inadequate answers
(0) This item was not attempted			

C1	(9) excellent	<ul style="list-style-type: none"> • Fully argued themes • Thoughtful approach
Programme notes	(8) engaging & accurate	<ul style="list-style-type: none"> • Well written • Detailed and precise • Some personal views included
	(7) good	<ul style="list-style-type: none"> • Generally accurate • Reasonably detailed
	(4-6) lapses in quality	<ul style="list-style-type: none"> • Grammatical errors • Some lack of thought • cursory treatment
	(3) significant concern	<ul style="list-style-type: none"> • Brief, inadequate and/or inaccurate