



# Eduqas A-Level Music

## Assessment criteria for Component 1: Performing



AO1 Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context			
Band	Accuracy	Technical Control**	Expression and interpretation
4 10-12 marks	<ul style="list-style-type: none"> <li>An accurate performance, secure in pitch and/or rhythm*</li> <li>An appropriate tempo is sustained throughout resulting in a fluent performance</li> <li>Performance directions are followed accurately throughout the entire performance</li> </ul>	<ul style="list-style-type: none"> <li>Sophisticated vocal/instrumental technique is sustained throughout the whole performance</li> <li>Intonation is totally secure throughout the whole performance</li> <li>Tone quality and projection are fully developed and used effectively with subtle variations as appropriate to the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>A sophisticated and persuasive performance demonstrating a mature understanding of period and style (in relation to the area of study where appropriate)</li> <li>Communicates sensitively and effectively to sustain audience interest throughout the performance</li> <li>A sophisticated rapport with other performers where appropriate, resulting in a finely balanced performance</li> </ul>
3 7-9 marks	<ul style="list-style-type: none"> <li>An accurate performance, secure in pitch and/or rhythm* for most of the performance</li> <li>An appropriate tempo is maintained for most of the performance but the fluency is compromised occasionally</li> <li>Performance directions are followed accurately for most of the performance</li> </ul>	<ul style="list-style-type: none"> <li>Effective vocal/instrumental technique is sustained for most of the performance</li> <li>Intonation is secure for most of the performance with occasional lapses</li> <li>Tone quality and projection are well developed and used effectively with variations as appropriate to the repertoire for most of the performance</li> </ul>	<ul style="list-style-type: none"> <li>A competent performance demonstrating an understanding of period and style (in relation to the area of study where appropriate)</li> <li>Communicates effectively to sustain audience interest for most of the performance</li> <li>There is rapport with other performers for most of the time, where appropriate, resulting in a well balanced performance</li> </ul>
2 4-6 marks	<ul style="list-style-type: none"> <li>An inconsistent performance, sometimes inaccurate in pitch and/or rhythm*</li> <li>Irregularities in tempo occur on a number of occasions compromising the fluency of the performance</li> <li>Performance directions are followed inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent vocal/instrumental technique throughout the performance</li> <li>Intonation is inconsistent throughout the performance.</li> <li>Tone quality and projection are inconsistent, although some variety as appropriate to the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>An inconsistent performance, demonstrating some awareness of period and style (in relation to the area of study, where appropriate)</li> <li>Inconsistent communication with the audience throughout the performance</li> <li>There is some sense of rapport between performers where appropriate, but the performance is not always balanced</li> </ul>

<p><b>1</b> 1-3 marks</p>	<ul style="list-style-type: none"> <li>• Inaccuracies in pitch and/or rhythm occur throughout*</li> <li>• The performance has frequent hesitations and/or occasional stops</li> <li>• A limited response to performance directions</li> </ul>	<ul style="list-style-type: none"> <li>• Insecure instrumental/vocal technique throughout the performance</li> <li>• Insecure intonation throughout the performance</li> <li>• Tone quality and projection are limited with no variety in delivery of the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• A limited performance lacking conviction, demonstrating little or no awareness of the period and style of the music (in relation to the area of study, where appropriate)</li> <li>• Limited communication with the audience throughout the performance</li> <li>• A limited rapport between performers where appropriate, resulting in an unbalanced performance</li> </ul>
<p><b>0</b> 0 marks</p>	<ul style="list-style-type: none"> <li>• An inaccurate performance where performance directions are not followed</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of technique or tone quality</li> </ul>	<ul style="list-style-type: none"> <li>• No sense of involvement, communication, rapport or understanding of period or style</li> </ul>