

Criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Technical control and accuracy <i>(pitch, intonation, rhythm, tone and articulation)</i>	<p>A performance that contains many inaccuracies that disrupt the overall flow of the music or where the demands of the music are mostly beyond the technical ability of the candidate.</p> <p style="text-align: right;">(1–5)</p>	<p>A fairly competent performance that contains inaccuracies but still manages to sustain the overall flow of the music.</p> <p style="text-align: right;">(6–9)</p>	<p>A performance that is largely accurate across the full range of the programme, but which contains lapses in some areas.</p> <p style="text-align: right;">(10–13)</p>	<p>A performance that demonstrates good technical control and accuracy across the full programme, achieving a high level of fluency.</p> <p style="text-align: right;">(14–17)</p>
Expressive interpretation, sense of style and communication (choice of tempo, dynamics, phrasing and other stylistic conventions)	<p>A performance that displays a limited understanding of the stylistic features of the music, with very little sense of colour or musical meaning.</p> <p style="text-align: right;">(1–5)</p>	<p>A performance that displays some sense of style and interpretation and some ability to identify with the music itself. However, the music may be mechanical or limited in its communication.</p> <p style="text-align: right;">(6–9)</p>	<p>A performance that has a good sense of style, with some ability to communicate the style of the music in line with the composer's intentions.</p> <p style="text-align: right;">(10–13)</p>	<p>A performance that displays a strong knowledge and understanding of the music performed, including the ability to interpret and communicate its expressive content and style. At the upper end, there is evidence of a high level of musical maturity.</p> <p style="text-align: right;">(14–17)</p>
Viva voce	<p>Limited ability to discuss the chosen programme in terms of technical challenges and/or points of interpretation.</p> <p style="text-align: right;">(1–2)</p>	<p>Some knowledge of the chosen programme and ability to discuss technical challenges and/or points of interpretation.</p> <p style="text-align: right;">(3–4)</p>	<p>Good knowledge of the chosen programme and ability to discuss in detail the technical challenges and points of interpretation.</p> <p style="text-align: right;">(5–6)</p>	<p>Excellent knowledge of the chosen programme and ability to discuss analytically the technical challenge and points of interpretation.</p> <p style="text-align: right;">(7–8)</p>
Level of demand	<p>Music equivalent to Grade 4</p> <p style="text-align: right;">(3)</p>	<p>Music equivalent to Grade 5</p> <p style="text-align: right;">(6)</p>	<p>Music equivalent to Grade 6 or above</p> <p style="text-align: right;">(9)</p>	