

Marking Guidelines for Recorded Exams

The Marking of Supplementary Tests - Marking Guidelines for Teachers

The majority of lesson time (and practise time) is usually given to the learning of pieces and scales/arpeggios. However, the continuous development of sight-reading, theoretical knowledge and aural work should not be underestimated. These strands of musical learning are interconnected, and continuous development of each of these skills will help to create a heightened knowledge and understanding of the overall musical picture. It is hugely important that teachers continue to set aside time in the lesson to focus on these areas to ensure a cohesive learning experience for the student.

Using these marking guidelines (whilst referring to the syllabus requirements) the teacher can assess the development of the student based on the work completed in lessons and offer recommended marks accordingly.

The following breakdown of marks will offer some idea of how to gauge the marks in order to be fair to the student and at the same time remain in line with examining standards.

For **Music Theatre** candidates please note that the only area to be marked by the teacher is Musicianship. Marking guidelines specific to this area are provided.

SIGHT-READING

Maximum of 10 Marks

For **Elementary Grade** (piano only) the teacher to choose any five notes within the range of the syllabus requirements; the student should name and play each note. Full marks indicate accurate responses, a mark can be deducted for each incorrect response...

The following guidelines are recommended for all other grades, from Preliminary Grade to Senior Certificate.

10/10

The student can read with very good continuity and a strong sense of pulse/metre throughout. The student demonstrates good observation of rhythmic detail, key signature, notation. All aspects are secure. (For piano only: student demonstrates use of pedal where appropriate).

9/10

The student can read with good continuity, observation of rhythm and pulse is mainly accurate. There may be a few minor note errors but the overall shape of the line and an awareness of key is evident.

8/10

For the most part the student can read with good continuity, though trickier rhythmic values may unsettle the pulse / metre in places. The key signature is observed, though there are a number of stray notes along the way. Slight hesitation in spots.

7/10

A good attempt by the student to follow the shape of the line, though greater awareness of key signature is needed and rhythmic detail is not always observed. A hesitant reading overall, needing greater continuity.

6/10

The student has difficulty in maintaining continuity as there are hesitations and gaps throughout. Some notes are correctly identified but the key signature needs closer observation. Details of rhythm and pulse need much greater care.

5/10

The student is not fully confident with the reading of notes or rhythmic values. From the outset this is extremely hesitant attempt and consequently there is no real sense of metre or pulse. Generally the reading is very disjointed.

4/10

An attempt made to identify some notes, but observation metre, rhythm, key and other detail is not yet considered. This needs continued attention and practice.

3/10

The student is not familiar with this area, some attempt is made but it does not resemble the notes on the page. This area needs urgent attention.

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THEORY: ELEMENTARY – GRADE V

Maximum of 5 Marks

In relation to the pieces presented for exam performance the student should demonstrate an understanding of the theory elements that are listed for each grade. To assess this area the teacher should ask 5 questions covering a range of areas (eg. time signature, key signature, expression markings, articulation markings...for full details please consult the syllabus requirements for each grade) and deduct 1 mark for each incorrect response.

AURAL TESTS: ELEMENTARY – GRADE V

Maximum of 10 Marks

In these exams there are three main areas used to assess the aural awareness of a student:

Aural Observation, Memory Recall and Reading; guidelines for every aspect of each grade are provided in the syllabus. The teacher can use the RIAM Sample Aural Tests for Junior Grades book, or can use alternative material of a similar standard to evaluate the progress of the student.

10/10

Excellent work, accurate responses to all areas.

9/10

Very good work, accurate responses with only minor slips.

8/10

Good work, mostly accurate with some stumbling.

7/10

Good attempt, some accuracy in response though there were stumbles and insecurities across a few areas.

6/10

Good attempt throughout, but there were weaknesses in each area.

5/10

Fair effort, but all aspects need greater care.

4/10

Some effort, but more work is needed to develop these skills.

3/10

Little effort has been made to engage with this area.

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AURAL/THEORETICAL TESTS: GRADES VI, VII and VIII

Maximum of 15 Marks

In these exams there are four main areas used to assess the aural awareness and theoretical understanding of the student: Aural/Visual Observation, Memory, Reading and Intervals (full details can be found in the syllabus).

The Aural/Visual element is a new requirement from Grade VI and is an important aspect in terms of developing a student's ability to identify theoretical information from a previously unseen piece of music. The teacher can use the RIAM Sample Aural Tests for Senior Grades book, or can use alternative material of a similar standard to evaluate the progress of the student.

15/15

Excellent work, accurate responses to all areas.

14/15

Very good work, almost fully accurate responses to all areas.

13/15

Mainly very good work, good responses with minor slips in a couple of places.

12/15

Good work overall with slips / inaccuracies in a few responses.

11/15

Some good responses but there slips / inaccuracies in a number of areas.

10/15

Good attempt at all areas with some weaknesses in response to a number of elements.

9/15

Fair effort to respond to all areas though there are some gaps in knowledge and weaknesses in response.

8/15

Some effort has been made but greater familiarity and understanding is needed in general.

7/15

There are gaps in knowledge and understanding across all areas.

6/15

No real effort to engage with this area.

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SENIOR CERTIFICATE AURAL/THEORETICAL TESTS

In these exams the main areas used to assess the aural awareness and theoretical understanding of the student: Aural/Visual Observation, Memory and Reading (please see syllabus for full details). The teacher can use the RIAM Sample Aural Tests for Senior Grades book, or can use alternative material of a similar standard to evaluate the progress of the student.

Maximum of 10 Marks

10/10

Excellent, accurate responses in all areas

9/10

Very good work, almost fully accurate responses to all areas.

8/10

Good work overall, with slips in a couple of places.

7/10

Good work though there were weaknesses in some responses.

6/10

Fair effort overall but there were inaccuracies in all areas.

5/10

Some effort has been made but further familiarity and understanding is needed for greater security.

4/10

No real effort to engage with this area.

SENIOR CERTIFICATE VIVA VOCE

Maximum of 5 Marks

Candidates to demonstrate an understanding of the style of the pieces performed.
Candidates to explain the technical demands of the pieces and the approach taken when preparing the pieces.
Candidates to explain the mechanism of their instrument.

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MUSIC THEATRE: MUSICIANSHIP TESTS

In these exams the main areas used to assess the aural awareness and theoretical understanding of the student: Memory and Reading (please see syllabus for full details). Please note that sample tests are provided for each grade on pages 180 – 192 of the Voice syllabus, teachers can also use alternative material of a similar standard to evaluate the progress of the student.

Maximum of 10 Marks

10/10

Excellent, accurate responses in all areas.

9/10

Very good work, almost fully accurate responses to all areas.

8/10

Good effort overall, with slips in a couple of places.

7/10

Good attempt though there were weaknesses in most responses.

6/10

Fair attempt but there were inaccuracies in all areas, more attention needed here.

5/10

Further familiarity and understanding is needed in general.

4/10

No real effort to engage with this area.