

# Guidelines for Recorded Exam Submission

**Please read the following guidelines on how to film a candidate's online exam performance.**

Candidates are required to film and submit a video performance of their chosen pieces and additional materials (such as scales/arpeggios in Music, sight-reading in Drama)

Please read the instructions carefully to avoid unforeseen circumstances that may delay your submission's examination or processing.

Please test your recording process by practising on the device before making the final version for submission. Ensure to follow the guidelines below:

## **ACCOMPANIMENT (MUSIC)**

Pieces that require accompaniment must be presented with accompaniment. For recorded exams, candidates may use the following options:

- piano accompanist (live)
- piano accompanist (pre-recorded accompaniment)
- backing track
- a mix of the previous options

Pieces that are intended to be performed unaccompanied should remain unaccompanied.

In the interest of helping your student(s) and in the spirit of wishing the best for all exam candidates, we recommend the following if you are considering the use of a backing track:

- A pre-recorded accompaniment from a teacher or established accompaniment
- Backing tracks are available to download online.
- Streaming sites that may have tracks available, such as YouTube, iTunes, or

Spotify

When using a backing track, please ensure:

- You have tested the balance by recording it, playing along, and listening back.
- You are playing it from a different device than that used for recording.

## INFORMATION FOR PARENTS

- Fill in the correct details from your original exam application. The teacher may have applied on your/your child's behalf. Please request this application information from the teacher in this case.
- Teachers must provide recommendations on marking where required. Below is more information for teachers on this process. **Submissions can only be completed with all the required information.**
- You will be directed to a page to submit your video exam. Results will be made available online. Certificates and completed result sheets will be forwarded to Applicants.

## INFORMATION FOR TEACHERS

- Fill in the correct details from your original application.
- Please indicate your recommendation for Exam marks where required and forward the recommendations to the person uploading the video submission. **Submissions can only be completed with all the required information.** Depending upon the level/type of exam, these may include:
  - o Theory
  - o Sight-reading
  - o Aural, Viva Voce
  - o Conversation/Literary Background
  - o Improvisation
- Parents/students (over 18) can submit videos themselves.
- For digital submissions in Drama & Communication exams, where there is a request for sight-reading, an appropriate sight-reading passage should be found under the guidance of the student's teacher and should relate to specific grade requests in the syllabus. Where an examiner typically provides un-seen passages for higher grades, the teacher should provide the student with appropriate sight-reading piece(s) for their grade ahead of their recording.
- The recordings and marks from your teacher are submitted via the online exam system.

## REQUIREMENTS FOR MUSIC STUDENTS

### Part 1 - Assessment of Pre-recorded Pieces, Scales and Arpeggios

**Where possible, record a video in one take. If this is not possible, separate takes of pieces can be combined. Scales and Arpeggios are to be recorded in one uninterrupted take. Submissions should include the following:**

- Three examination pieces from the syllabus you have been working on
- Scales and Arpeggios as required for each instrument/grade ([Click here](#))
- Recital Exam candidates must upload their programme notes
- Music Theatre candidates must introduce and give background information on each of their songs

### **Part 2 – Sight-reading, Theory, and Aural Assessment (Musicianship)**

Aural, theory, and sight-reading marks (Musicianship for Musical Theatre & Popular Singing, Viva voce for Senior Certificate also) provided by your teacher, based on the work they have completed with you during the year.

## **REQUIREMENTS FOR DRAMA & COMMUNICATIONS STUDENTS**

### **Part 1 - Assessment of Pre-recorded Pieces**

Where possible, record a video in one take. If this is not possible, separate takes of pieces can be combined. Submissions should include the following:

- Examination pieces from the syllabus you have been working on (which may include, Drama, Poetry, Prose, Mime, Sight Reading & Improvisation)

### **Part 2 – Recommended Marks**

Your teacher should provide these marks based on the work they have completed with you during the year. Depending on the grade, this may include Theory, Conversation, and Literary Background.

## **TEACHER RECOMMENDATION GUIDANCE (MUSIC, DRAMA & COMMUNICATIONS)**

Music, and Drama and Communication Grades both include criteria where we request the teacher recommend the mark based upon the work you have completed with them to date.

Your teacher knows you best, and we will happily accept their professional judgment for online exams.

Teachers should consider the student's overall ability when making recommendations based on their knowledge of the student's overall skills. For guidance, please reflect upon previous marks in these sections (if applicable).

Teachers should base their recommendations on what they believe a student would achieve in normal live exam circumstances.

The recordings and marks from your teacher are submitted via the online exam system. If you are a teacher completing the video submission, you can input the information directly. If you are a parent, you must request the recommended marks from the teacher before submitting the video.

## HOW TO SUBMIT A VIDEO

Please ensure you follow this checklist:

- We recommend that those under 18 have a guardian present.
- Record from the appropriate distance/height (1.5 - 2 meters away; for DRAMA & COMMUNICATIONS, the camera may move, zoom in/out once it does not affect the clarity of the video).
- Performers must introduce themselves slowly and clearly.
- Performers must introduce **ALL** the items performed.
- Parents/teachers may introduce the candidate and all the items performed if the candidate is uncomfortable doing so.
- **NO DIGITAL ENHANCEMENTS** are permitted in video submission.

Please ensure:

- Digitally enhanced videos will be deemed inadmissible. Editing within pieces is not permitted.
- You are allowed to have someone record your performance and operate backing tracks. This person should not be visible on camera or interact with the candidate during the recording.
- Choose an appropriate room without background noise or interruptions.
- Make sure the candidate is visible.
- Please run a test to ensure sound levels are not distorted, including the use of backing tracks or accompanists.

## Devices

- Use an appropriate device, such as a phone, tablet, or camera, and ensure that it remains stable throughout (on a stand or flat surface).
- Turn devices to airplane mode to avoid unnecessary notifications or calls interfering with the recording.

## Location

- Record in an appropriate location, and that the view from the camera recording is similar to what an examiner would expect:
  - Eye level
  - Full body in the visual
  - Music stands to the side
  - No interruptions in the background for audio or visual

## Camera/device settings

- To ensure that our online platform can manage the final video size, change the recording quality before you begin by selecting a lower recording quality in the device's settings, such as 720 HD (see image below). This won't affect the examiner's ability to assess your performance but will make uploading your files much easier.



- Ensure that the smartphone or camera has sufficient storage capacity to record the length of the exam performance and that any batteries are fully charged.
- The camera must remain still and steady for the duration of the performance.
- Most recording devices will adjust their brightness settings automatically, but you can adjust them manually in the camera app of most smartphones and tablets.

- If another person holds the recording device, ensure their hand does not cover the microphone. If you do not know where the microphone is located on your device, refer to the device's user manual.
- We recommend you test the camera and sound recording equipment by filming a short section of the candidate's first performance piece and playing it back to check the suitable sound and video quality before filming the full exam performance. The sound should be loud and clear but without any distortion.
- Consider making a practice recording of a loud and quiet part of your performance to check that any quiet parts are audible and that any loud parts are not distorted.

## **The Marking of Supplementary Tests - Marking Guidelines for Teachers**

The majority of lesson time (and practice 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 the continuous development of each skill will help create a heightened knowledge and understanding of the overall musical picture. Teachers should continue to set aside time in the lesson to focus on these areas to ensure a cohesive learning experience for the students.

Using these marking guidelines (while referring to the syllabus requirements), the teacher can assess the student's development 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 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 teacher will only mark 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. These 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.

## **The Marking of Supplementary Tests - Marking Guidelines for Teachers**

### **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 (e.g. 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.

## **The Marking of Supplementary Tests - Marking Guidelines for Teachers**

### **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.

## **The Marking of Supplementary Tests - Marking Guidelines for Teachers**

### **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.

# **The Marking of Supplementary Tests - Marking Guidelines for Teachers**

## **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.