TRINITY
COLLEGE LONDON

ROCK & POP

ADAPTED ROCK & POP SYLLABUS

Qualification specifications
for adapted graded exams
June–July 2020

CONTENTS

WELCOME

Welcome to Trinity College London's adapted Rock & Pop syllabus, containing details of adapted graded exams from Initial to Grade 8. Due to the impact of Covid-19, we are offering adapted assessment methods for graded Rock & Pop exams.

These adapted exams are valid between June and July 2020 to allow candidates taking graded exams for all Rock & Pop instruments to continue their musical progression and receive recognition for their achievement.

Candidates can receive a regulated graded music exam by filming and uploading a performance of their songs. Based on your performances and the marks given, a total out of 100 will be calculated and awarded.

KEY NOTES

1. These guidelines are for use from June to July 2020.

2. Digital assessment provides an alternative for candidates who have already prepared for their Rock & Pop exam.

3. To take this assessment you must have access to:

   ◆ a high-quality audio-visual recording device with enough storage for your performance (eg good quality mobile phone, tablet, laptop or video camera)

   ◆ a working internet connection for uploading your performance and supporting files

   ◆ a separate audio playback device that will allow you to play backing tracks for your exam songs.

4. You will need to provide an email address when booking, and complete content release forms for us to access your performance.

SUMMARY OF PROCESS

1. Prepare your three songs.

2. Film your performance of the songs. It is important that you film all your performance songs in one continuous take. Filming guidelines can be found at **trinitycollege.com/digital-performance**

3. Upload your performance to **learning.trinitycollege.com**, together with supporting files.

4. Receive feedback and marks, leading to a regulated graded exam. Successful Grade 6–8 candidates will also receive UCAS points.

ABOUT TRINITY COLLEGE LONDON

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

INTRODUCTION TO TRINITY'S ADAPTED GRADED ROCK & POP EXAMS

This adapted version of our graded music exams offers a stepping-stone for musical progress by allowing you to continue to perform your songs in your own setting, then submitting them via an online portal to be marked by our examiners.

WHICH INSTRUMENTS IS THE ADAPTED GRADED ROCK & POP EXAM OPTION AVAILABLE FOR?

- Bass
- Drums
- Guitar
- Keyboards
- Vocals

TYPES OF INSTRUMENT

Please refer to the relevant graded syllabus.

HOW TO ENTER

Entries can be made via Trinity's network of centres, which are available throughout the world. Details are available at **trinityrock.com**, and candidates should contact their local Trinity representative for more information.

OBJECTIVE OF THE QUALIFICATION

Trinity's graded Rock & Pop exams provide a structured yet flexible framework for progress, which enables a learner to demonstrate their own musical personality and promotes enjoyment in music performance.

The exams assess musical performance, technical ability and responses to set musical tests through performance assessment. They offer learners of any age the opportunity to measure their development as performers against a series of internationally understood benchmarks, taking them from beginner level to the point at which they can progress to higher education in music.

WHO THE QUALIFICATIONS ARE FOR

Trinity's Rock & Pop exams are open to all learners, with no age restrictions or other limitations. There is no requirement to have passed lower grades, theory exams or other qualifications, although the grades represent a system of progressive mastery and the outcomes for each level assume confidence in the requirements of previous grades.

Trinity is committed to making its exams accessible to all, and each candidate is treated individually when considering how assessments can be adapted for those with special needs. Find more information at **trinitycollege.com/music-csn**

ASSESSMENT AND MARKING

Trinity's graded Rock & Pop exams are assessed by external examiners trained and moderated by Trinity. Examiners provide marks and comments for the exam using the assessment criteria on pages 20–21.

The exams are marked out of 100. Candidates' results correspond to different attainment bands as follows:

Mark	Attainment level
87–100	DISTINCTION
75–86	MERIT
60–74	PASS
45–59	BELOW PASS 1
0–44	BELOW PASS 2

See pages 19–21 for further information about how the exams are marked.

DURATION OF STUDY (TOTAL QUALIFICATION TIME)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. Total qualification time is an estimate of the average time a candidate spends with a teacher (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to commit to a qualification will be dependent on each individual's level of experience.

	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT) (hours)
Initial	8	32	40
Grade 1	12	48	60
Grade 2	18	72	90
Grade 3	18	102	120
Grade 4	24	126	150
Grade 5	24	156	180
Grade 6	36	184	220
Grade 7	48	222	270
Grade 8	54	266	320

RECOGNITION AND UCAS POINTS

Trinity College London is an international exam board regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Various arrangements are in place with governmental education authorities worldwide.

In the UK, Grades 6–8 are eligible for UCAS (Universities and Colleges Admissions Service) points for those applying to colleges and universities, as shown in the next column.

Grade 6
UCAS POINTS
PASS **8** | MERIT **10** | DISTINCTION **12**

Grade 7
UCAS POINTS
PASS **12** | MERIT **14** | DISTINCTION **16**

Grade 8
UCAS POINTS
PASS **18** | MERIT **24** | DISTINCTION **30**

WHERE THE QUALIFICATIONS COULD LEAD

While for some learners graded Rock & Pop exams represent a personal goal or objective, they can also be used as a progression route towards:

- Music courses at conservatoires and universities, for which Grade 8 is often specified as an entry requirement

- Employment opportunities in music and the creative arts

REGULATED LEVELS OF TRINITY'S MUSIC QUALIFICATIONS

RQF* Level	EQF** Level	Classical & Jazz	Rock & Pop	Theory & Written	Solo Certificates[†]	Group Certificates[†]
7	7	FTCL				
6	6	LTCL		LMusTCL		
4	5	ATCL		AMusTCL		
		Certificate for Music Educators (Trinity CME)				
3	4	Grade 8	Grade 8	Grade 8	Advanced	Advanced
		Grade 7	Grade 7	Grade 7		
		Grade 6	Grade 6	Grade 6		
2	3	Grade 5	Grade 5	Grade 5	Intermediate	Intermediate
		Grade 4	Grade 4	Grade 4		
1	2	Grade 3	Grade 3	Grade 3	Foundation	Foundation
		Grade 2	Grade 2	Grade 2		
		Grade 1	Grade 1	Grade 1		
Entry Level 3	1	Initial	Initial			

* Regulated Qualifications Framework

** European Qualifications Framework

[†] Not RQF or EQF regulated

REGULATED TITLES AND QUALIFICATION NUMBERS

Regulated title	Qualification number
Initial TCL Graded Examination in Rock and Pop (Entry 3) (Initial)	600/3695/3
Grade 1 TCL Level 1 Award in Graded Examination in Rock and Pop (Grade 1)	600/3546/8
Grade 2 TCL Level 1 Award in Graded Examination in Rock and Pop (Grade 2)	600/3588/2
Grade 3 TCL Level 1 Award in Graded Examination in Rock and Pop (Grade 3)	600/3590/0
Grade 4 TCL Level 2 Certificate in Graded Examination in Rock and Pop (Grade 4)	600/3591/2
Grade 5 TCL Level 2 Certificate in Graded Examination in Rock and Pop (Grade 5)	600/3592/4
Grade 6 TCL Level 3 Certificate in Graded Examination in Rock and Pop (Grade 6)	600/3593/6
Grade 7 TCL Level 3 Certificate in Graded Examination in Rock and Pop (Grade 7)	600/3594/8
Grade 8 TCL Level 3 Certificate in Graded Examination in Rock and Pop (Grade 8)	600/3595/X

PARENTAL AND TEACHER GUIDANCE

The songs in Trinity's Rock & Pop syllabuses have been arranged to represent the artists' original recordings as closely and authentically as possible. Popular music frequently deals with subject matter that some may find offensive or challenging. It is possible that the songs may include material that some might find unsuitable for use with younger learners.

There is no requirement that all songs in this syllabus must be learnt. We recommend that parents, guardians and teachers exercise their own judgement to satisfy themselves that the lyrics of selected songs are appropriate for the learners concerned. Trinity does not associate itself with, adopt or endorse any of the opinions or views expressed in the selected songs.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

These learning outcomes and assessment criteria are the same as those outlined in the current Rock & Pop syllabuses. Examiners mark your video performance using these learning outcomes and assessment criteria.

INITIAL
(RQF Entry Level 3)

LEARNING OUTCOMES

The learner will:

1.
Produce a performance that demonstrates a basic foundation on their instrument and shows some interpretation

2.
Perform audibly with a sense of enthusiasm and enjoyment and with some awareness of audience

3.
Demonstrate that the foundations of a secure technique have been established

4.
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

ASSESSMENT CRITERIA

The learner can:

1.1 Perform with adequate continuity and a sense of pulse

1.2 Perform with some evidence of individual interpretation

2.1 Demonstrate some sense of performance with some confidence and capacity for audience engagement

3.1 Demonstrate a generally adequate technique

3.2 Perform with an adequate basic sound

4.1 Respond to a quick study piece with attention to note values and pitches

4.2 Improvise with some melodic development, some harmonic awareness, and a basic use of instrumental/vocal resources relevant to Initial level

GRADE 1
(RQF Level 1)

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	The learner can:

1.
Produce a performance that demonstrates preparation and the beginnings of interpretation

1.1 Perform with general continuity and a sense of pulse

1.2 Perform with a developing feeling of individual interpretation

2.
Perform accurately and be able to create and convey mood to the audience

2.1 Give a performance that is essentially accurate with general fluency and attention to musical and notational details

2.2 Demonstrate an overall sense of performance with basic confidence and some capacity for audience engagement

3.
Show evidence of a basic familiarity with the fundamentals of instrumental/vocal technique

3.1 Demonstrate a generally reliable technique

3.2 Perform with an adequate basic sound with some evidence of tonal control and projection

4.
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

4.1 Respond to a quick study piece with continuity of pulse and attention to note values and pitches

4.2 Improvise with some melodic development, harmonic awareness, and use of basic instrumental/vocal resources relevant to Grade 1

GRADE 2
(RQF Level 1)

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	The learner can:

1.
Produce a performance that demonstrates preparation, understanding and the beginnings of thoughtful interpretation

1.1 Perform with generally secure rhythm and a sense of pulse

1.2 Perform with a general feeling of individuality and commitment

2.
Perform clearly and accurately and be able to create and convey mood to the audience

2.1 Give a performance that is generally accurate and fluent with fair attention to musical and notational details

2.2 Demonstrate a competent sense of performance

3.
Show evidence of a technical command of the instrument/voice

3.1 Demonstrate a competent level of technical ability with varied use of instrumental/vocal resources

3.2 Perform with a good-quality sound that is flexible and well-projected

4.
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

4.1 Respond to a quick study piece with continuity of pulse, attention to note values and pitches, and some sense of musical interpretation

4.2 Improvise with a creative approach to melodic responses, awareness of harmonic implications, and generally wide use of instrumental/vocal resources relevant to Grade 2

GRADE 3
(RQF Level 1)

LEARNING OUTCOMES
The learner will:

1.
Produce a performance that demonstrates careful preparation, understanding and the beginnings of thoughtful interpretation

2.
Perform clearly and accurately, with a sense of spontaneity and be able to create and convey mood to the audience

3.
Show evidence of a fluent technical command of the instrument/voice

4.
Demonstrate a range of technical and musical abilities through either a quick study piece or an improvisation

ASSESSMENT CRITERIA
The learner can:

1.1 Perform with secure rhythm and pulse

1.2 Perform with clear evidence of an emerging musical personality

2.1 Give a performance that is accurate and fluent with perceptive attention to musical and notational details

2.2 Demonstrate a confident, communicative and consistent sense of performance

3.1 Demonstrate a solid command of technique with musical and sensitive control of intonation and other instrumental/vocal resources

3.2 Perform with good production and projection of sound

4.1 Respond to a quick study piece with continuity of pulse, attention to note values and pitches, and a sense of musical interpretation

4.2 Improvise with controlled melodic development, appropriate harmonic vocabulary, and full use of instrumental/vocal resources relevant to Grade 3

GRADE 4
(RQF Level 2)

LEARNING OUTCOMES
The learner will:

1.
Produce a performance that demonstrates an understanding of the material, leading to a personal interpretation

2.
Perform clearly and with projection, supporting mood and character and engaging with the audience

3.
Show evidence of a basic exploration of and familiarity with the fundamentals of instrumental/vocal technique

4.
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

ASSESSMENT CRITERIA
The learner can:

1.1 Give a performance that pays attention to musical and notational details

1.2 Perform with some evidence of stylistic awareness and a general attempt to convey individual musical intent

2.1 Demonstrate an overall sense of performance with confidence and some capacity for audience engagement

3.1 Perform with a generally reliable technique

3.2 Perform with an adequate basic sound with some evidence of tonal control and projection

4.1 Respond to a quick study piece with continuity of pulse, attention to note values and pitches, and a sense of musical interpretation

4.2 Improvise with melodic development, harmonic awareness, and use of instrumental/vocal resources relevant to Grade 4

GRADE 5
(RQF Level 2)

LEARNING OUTCOMES

The learner will:

1.
Produce a performance that demonstrates a sound understanding of the material, leading to a personal and imaginative interpretation

2.
Perform confidently with projection, control and engagement with the audience

3.
Show evidence of consistent application of developing technical skills and sound production

4.
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

ASSESSMENT CRITERIA

The learner can:

1.1 Give a performance that pays close attention to musical and notational details

1.2 Perform with awareness of and sensitivity to appropriate style, with evidence of an emerging musical personality

2.1 Give a performance that is rhythmically secure and has a strong sense of pulse

2.2 Perform confidently with a consistent sense of performance and engagement with the audience

3.1 Perform with a solid command of technique, good intonation and a musical control of other instrumental/vocal resources

3.2 Perform with consistently good production, flexibility and projection of sound

4.1 Respond to a quick study piece with fluency, accurate notes and tonality, and detailed phrasing, articulation and dynamics

4.2 Improvise with well-controlled and imaginative melodic development, strong planning and structure, appropriate harmonic vocabulary, and full use of instrumental/vocal resources relevant to Grade 5

GRADE 6
(RQF Level 3)

LEARNING OUTCOMES

The learner will:

1.
Produce a secure and sustained performance that demonstrates a stylistic awareness and mature grasp of the material

2.
Perform with confidence and a sense of ownership and self-awareness that engages the audience wholeheartedly

3.
Show familiarity with the full compass of the instrument/voice and use some advanced techniques

4.
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

ASSESSMENT CRITERIA

The learner can:

1.1 Perform with attention to dynamics, articulation and phrasing

1.2 Perform with general evidence of stylistic awareness and some attempt to convey individual musical intent and commitment

2.1 Demonstrate an overall sense of performance with general confidence and a recognisable capacity for audience engagement

3.1 Give a performance that is technically reliable with generally secure intonation and a good quality of tone

4.1 Respond to a quick study piece with mostly accurate notes and tonality, adequate continuity, musical development, and well-planned use of instrumental/vocal resources

4.2 Improvise with imaginative melodic development, appropriate harmonic procedures, well-planned length, and use of instrumental/vocal resources

GRADE 7
(RQF Level 3)

LEARNING OUTCOMES
The learner will:

1.
Produce a secure and sustained performance that demonstrates a sensitive stylistic interpretation

2.
Perform with confidence and a sense of ownership and self-awareness, which engages the audience

3.
Show familiarity with the full compass of the instrument/voice and employ advanced techniques

4.
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

ASSESSMENT CRITERIA
The learner can:

1.1 Perform with a good standard of dynamics, articulation and phrasing

1.2 Perform with a clear awareness of appropriate style, with an individual musical personality

2.1 Demonstrate a comfortable sense of performance with consistent audience engagement

3.1 Give a performance that is fluent and accurate, with a strong technical facility and a high quality of tone and intonation

4.1 Respond to a quick study piece with general accuracy in notes and tonality, with continuity and creative musical development, and with a wide use of instrumental/vocal resources

4.2 Improvise with creative melodic development, harmonic awareness, appropriate length and a wide use of instrumental/vocal resources

GRADE 8
(RQF Level 3)

LEARNING OUTCOMES
The learner will:

1.
Produce a secure and sustained performance that demonstrates a discriminating and sensitive personal interpretation

2.
Perform with confidence and a sense of authority and control that engages the audience wholeheartedly

3.
Show familiarity with the full compass of the instrument/voice and employ advanced techniques with even control across all registers

4.
Demonstrate a range of technical and musical abilities through either a quick study piece or improvisation

ASSESSMENT CRITERIA
The learner can:

1.1 Perform with keen attention to dynamics, articulation and phrasing

1.2 Perform with a high level of musical sensitivity and a convincing grasp of appropriate style, with a clear, distinctive and authoritative musical personality

2.1 Perform with confidence and effective engagement with the audience

3.1 Perform with a strong command of technique with musical and sensitive control of intonation and other instrumental/vocal resources

4.1 Respond to a quick study piece with accuracy in notes and tonality, fluency, imaginative musical development, strong planning and construction, and full and creative use of instrumental/vocal resources

4.2 Improvise with well-controlled and imaginative melodic development, clear and appropriate harmonic vocabulary, appropriate length and full and creative use of instrumental/vocal resources

STRUCTURE

In this adapted syllabus, you perform your three songs, just as you would in a normal graded exam. The adaptation is a filmed performance only, and the mark for the session skills component of your exam will be calculated based on your performance marks. You can find more information on how the adapted exams are marked at **trinitycollege.com/adapted-marking**

STRUCTURE AND MARK SCHEME

Component	Summary of requirements	Maximum marks
SONG 1	A song chosen from the relevant Trinity songbook, played to a backing track	25
SONG 2	**Either** a different song chosen from the relevant Trinity songbook **or** a song from the additional Trinity arrangements at **trinityrock.com/extra-songs** **or** an own-choice song **or** a song composed by the candidate Song 2 may: 🛡 be unaccompanied 🛡 be played to a backing track (which can be recorded by the candidate) 🛡 (bass, drums, guitar, keyboards) include added vocals, performed live by the candidate 🛡 (vocals) include a live self-played accompaniment on any instrument 🛡 include an accompaniment played or sung live by any one other musician	25
SESSION SKILLS	**CALCULATED PERCENTAGE**	20
SONG 3	A technical focus song chosen from the relevant Trinity songbook, containing specific technical elements, played to a backing track	30
	TOTAL	100

DIGITAL PERFORMANCE: SONGS

The Rock & Pop arrangements have been designed to be as authentic as possible to the original songs. They have been created to develop the candidate's technique, musicianship, ensemble skills, timekeeping and stylistic awareness, while providing the opportunity to improvise, embellish and vary the line creatively when appropriate, just as the player would on stage or in the studio.

Candidates should familiarise themselves with the technical demands of each song, particularly when preparing for Song 3 (technical focus). Some songs specify certain requirements, and candidates must make sure they do this.

Songs 1 and 3 must be played along with the backing track. Only Song 2 may be played unaccompanied (if appropriate – see further details below).

SONG 1

Song 1 must be selected from the current Trinity Rock & Pop songbook for the grade, and must be performed with the Trinity backing track. Please ensure that you have playback equipment that you can use for your video performance. You should ask someone to help you operate this so that you can concentrate on playing. Make sure you check the volume balance of the backing track and your instrument before you start recording.

SONG 2

Song 2 may be selected from the current Trinity Rock & Pop songbook for the grade, or it can be an own-choice song.

Own-choice songs must be equivalent in standard to the songs in the Trinity Rock & Pop songbook for the grade. Parameters indicating the length and level of difficulty required at each grade are listed in the relevant syllabus.

The own-choice song can be:

- sheet music from a printed or online source
- an original song that the candidate has written
- a cover version that the candidate has arranged.

Own-choice songs can:

- be unaccompanied
- be played to a backing track (not including the solo part) – this can be self-created
- (bass, drums, guitar, keyboards) include added vocals, performed live by the candidate
- (vocals) include added accompaniment, performed live by the candidate on any instrument
- be accompanied by one live musician, either playing or singing – the additional musician may be a teacher.

A song from the 2015–2017 Trinity Rock & Pop syllabus may be selected as an own-choice song, provided that it meets the current own-choice parameters. A list of suitable songs may be found at **trinityrock.com/extra-songs**.

SONG 3

Three of the songs in each Trinity Rock & Pop songbook are identified as technical focus songs, and these are marked with [TF] in the song list sections in the relevant syllabus. One of these should be chosen for Song 3, and it must be performed with the Trinity backing track.

These songs are designed to develop technical skills, and each song has two technical elements specifically identified. Guidance on the preparation of these technical skills is included in the songbooks.

For the technical focus song, higher marks are available in the technical control component to reflect the increased emphasis on this area. Examiners will refer to the technical elements in their comments.

If a candidate includes two or three technical focus songs in their set-list, they should clearly indicate on the list of songs which one is to be marked as the technical focus song.

PERFORMANCE AND INTERPRETATION

Trinity's Rock & Pop exams are designed to encourage musical performances that reflect a candidate's own personal style and approach. This is because we understand that contemporary music is flexible in its stylistic interpretation, particularly at the higher grades. However, performances should not be simplified and musical integrity should always be maintained.

REPEATS, EXPRESSIVE TECHNIQUES AND TEMPI

All songs should be prepared in full with all repeats, da capo and dal segno instructions and 1st and 2nd time bars observed. Candidates are encouraged to include a range of expressive techniques appropriate to their instrument and the style of the song, particularly in the higher grades. Candidates should observe terms showing tempo, character and style of the music.

BACKING TRACKS

The official Trinity backing tracks must be used for all songs unless an own-choice is selected. Backing tracks for own-choice songs must be of good quality and must not include the solo part.

PERFORMING FROM MEMORY

Candidates may perform any or all of their songs from memory. However, this is not compulsory and no additional marks are given for this.

COPYRIGHT IN A SONG

Points to remember:

- Candidates can create a cover version of a song and perform it in an exam or other non-public performance.

- Candidates own the copyright of any songs they have written themselves.

Further information is available on our website.

OBTAINING MUSIC FOR THE EXAM

Trinity's Rock & Pop songbooks contain eight songs (including three technical focus songs), plus background information on the songs and performance tips. They are available from **trinityrock.com/shop** or from your local music shop.

PARAMETERS FOR OWN-CHOICE SONGS

Own-choice songs should match the standard of songs in the Trinity songbook for the appropriate grade. Please refer to the relevant Trinity Rock & Pop syllabus for guidelines for what might be included at each grade. All techniques are cumulative, but it is not expected that songs will contain everything in the list; this is intended to be a general guide to the type of techniques appropriate at each grade.

FILMING

- Guidance for filming, appropriate rooms and equipment can be found at **trinitycollege.com/digital-performance**

- Prepare yourself for performance – get into position and ensure you are correctly in shot so that the examiner can see you clearly and nothing is obscured by the music stand.

- Make sure you have suitable playback equipment for your backing tracks and that you have balanced these with your own instrument. You will need someone to operate the backing tracks for you, so that you can concentrate on performing.

- You should film all three songs in one continuous recording. You must not upload three separate performances or edit takes together. Uploaded performances that have been edited will not be eligible for assessment.

⬦ Before you submit and upload your performance recording, please play it back to check that the audio and video quality is suitable for an examiner to get the best presentation of your performance. If there are audio issues, or we are unable to see your hands and performance adequately, you can reshoot your performance and upload again. Your recordings must always be a continuous performance of all three songs.

UPLOADING SUPPORTING DOCUMENTS

You must upload the following documents with your video (there is a section on the online portal to allow you to upload any supporting documentation):

⬦ A Word document (or similar) listing each of your songs (with artists) in the order you are playing them.

⬦ Your Word document should state which is your technical focus song and (where appropriate) which is your own-choice song.

⬦ If you are performing an own-choice song, you must also upload a scanned copy or photograph of the written sheet music.

⬦ If you have a supporting letter to notify the examiner of any extra time or special allowances we should be aware of, please also upload this.

SUBMITTING YOUR PERFORMANCE

Please read the following closely before you submit your video performance at **learning.trinitycollege.com**:

- Ensure you have played back your video and that the sound and visual quality is sufficient for an examiner to mark it.

- Ensure your video is one continuous recording from start to finish and you have not edited this into different sections.

- Only submit one take of your performance.

- **Your files should be labelled with your name, subject and grade, for example: FirstnameSurname_Rock&Pop(Instrument)_Grade(Number)**

- Upload a supporting Word document listing the songs you are playing, in the order that you will be playing them. Clearly label your chosen technical focus song and, if appropriate, your own-choice selection.

- If applicable, remember to upload a scan or photograph of your own-choice song.

- Remember to upload any supporting letters that you may have, where relevant.

- Do not delete your performance until you have received your feedback and certificate just in case there are any technical issues and you are required to resubmit.

- If you have any technical issues please contact **digital@trinitycollege.co.uk**

- Full details of how to film your performance, what should be in shot and how to upload your files can be found at **trinitycollege.com/digital-performance**

Please check the website for submission deadlines.

MARKING

HOW THE EXAM IS MARKED

The examiner gives comments and marks for each section of the exam, up to the maximums listed on page 14.

Examiners will calculate the mark you would have received for session skills, based on the filmed performance of your songs. You can find more information on how final marks are calculated at trinitycollege.com/adapted-marking

It is not necessary to pass all sections or any particular section in order to achieve a pass overall.

The total mark for the exam corresponds to different attainment levels as follows:

Overall mark	Attainment level
87–100	DISTINCTION
75–86	MERIT
60–74	PASS
45–59	BELOW PASS 1
0–44	BELOW PASS 2

HOW THE SONGS ARE MARKED

Each song is awarded three separate marks corresponding to three specific musical components, allowing candidates to receive precise feedback about specific aspects of their performance. These marks combine to give an overall mark for the song.

The three components are:

Fluency & security
Fluency, synchronisation with the backing track, security in notes and rhythm.

Technical control
Ability to control the instrument effectively, achieving the various technical demands of the song; sound quality.

Communication & style
Stylistic understanding (eg mood and character), musical detail (eg dynamics and articulation), audience engagement.

Marks are awarded for these components to form a maximum total mark for each song as follows:

Songs 1 & 2	Song 3	Component
8	8	FLUENCY & SECURITY
8	12	TECHNICAL CONTROL
9	10	COMMUNICATION & STYLE
25	**30**	**TOTAL MAXIMUM MARK FOR EACH SONG**

The marks for Song 3 are different because higher marks are awarded under technical control to reflect the two areas of technical focus.

Total marks awarded for songs correspond to the attainment levels as follows:

Songs 1 & 2	Song 3	Attainment level
22–25	26–30	DISTINCTION
19–21	22–25	MERIT
15–18	18–21	PASS
11–14	14–17	BELOW PASS 1
0–10	0–13	BELOW PASS 2

Examiners use the criteria below to decide on the mark:

Fluency & security	**8 MARKS** Excellent fluency and synchronisation. Very high level of security in notes and rhythm.	**7 MARKS** Very good sense of fluency and synchronisation with only momentary lapses. High level of security in notes and rhythm with minimal inaccuracies.	**6 MARKS** Good sense of fluency and synchronisation though with occasional lapses. Good level of security in notes and rhythm despite occasional inaccuracies.
Technical control (Songs 1 & 2)	**8 MARKS** Technical demands fulfilled to a very high degree. Excellent sound quality.	**7 MARKS** Technical demands fulfilled with only momentary insecurities. Very good sound quality with minimal blemishes.	**6 MARKS** Technical demands largely fulfilled though with occasional insecurities. Good sound quality despite occasional lapses.
Technical control (Song 3)	**12 MARKS** Technical focus elements fulfilled to a very high degree. Excellent sound quality.	**10-11 MARKS** Technical focus elements fulfilled with only momentary insecurities. Very good sound quality with minimal blemishes.	**8-9 MARKS** Technical focus elements largely fulfilled though with occasional insecurities. Good sound quality despite occasional lapses.
Communication & style	**9 MARKS** (SONGS 1 & 2) **10 MARKS** (SONG 3) Highly convincing communication and engagement. Excellent stylistic understanding and realisation of musical detail.	**8 MARKS** (SONGS 1 & 2) **9 MARKS** (SONG 3) Very good communication and engagement with only momentary insecurities. Very good stylistic understanding and realisation of musical detail with minimal lapses.	**6-7 MARKS** (SONGS 1 & 2) **7-8 MARKS** (SONG 3) Good communication and engagement overall though with occasional insecurities. Good stylistic understanding and realisation of musical detail despite occasional lapses.

5 MARKS

Generally reliable level of fluency and synchronisation though with some lapses.

Reasonable level of security in notes and rhythm despite some inaccuracies.

3-4 MARKS

Unreliable fluency and synchronisation.

Unreliable level of security in notes and rhythm.

1-2 MARKS

Little or no sense of fluency or synchronisation.

Extremely unreliable level of security in notes and rhythm.

5 MARKS

Technical demands generally fulfilled though with some insecurities.

Basic sound quality achieved despite some lapses.

3-4 MARKS

Technical demands often not fulfilled.

Unreliable sound quality.

1-2 MARKS

Technical demands hardly or not at all fulfilled.

Basic sound quality not achieved.

7 MARKS

Technical focus elements generally fulfilled though with some insecurities.

Basic sound quality achieved despite some lapses.

4-6 MARKS

Technical focus elements often not fulfilled.

Unreliable sound quality.

1-3 MARKS

Technical focus elements hardly or not at all fulfilled.

Basic sound quality not achieved.

5 MARKS (SONGS 1 & 2)
6 MARKS (SONG 3)

Generally reliable level of communication and engagement though with some insecurities.

Reasonable stylistic understanding and realisation of musical detail despite some lapses.

3-4 MARKS (SONGS 1 & 2)
4-5 MARKS (SONG 3)

Unreliable communication and engagement.

Unreliable stylistic understanding and realisation of musical detail.

1-2 MARKS (SONGS 1 & 2)
1-3 MARKS (SONG 3)

Little or no communication and engagement.

Extremely unreliable stylistic understanding and realisation of musical detail.

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