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Officially Recognised Qualifications

Peembeck Rock/Pop Bass	RQF- credits	EQF- credits	Qualification title	Qualification number	Other equi- valent quali- fications
Grade 1	1	2	TLM Level 1 Award in Musical Performance Grade 1	603/4575/5	G.C.S.E. (D – G)
Grade 2	1	2	TLM Level 1 Award in Musical Performance Grade 2	603/4576/7	
Grade 3	1	2	TLM Level 1 Award in Musical Performance Grade 3	603/4577/9	
Grade 4	2	3	TLM Level 2 Certificate in Musical Performance Grade 4	603/4578/0	G.C.S.E (A* – C)
Grade 5	2	3	TLM Level 2 Certificate in Musical Performance Grade 5	603/4579/2	
Grade 6	3	4	TLM Level 3 Diploma in Musical Performance Grade 6	603/4580/9	AS/A Level
Grade 7	3	4	TLM Level 3 Diploma in Musical Performance Grade 7	603/4581/0	
Grade 8	3	4	TLM Level 3 Diploma in Musical Performance Grade 8	603/4582/2	

Preparation Time for Your Exams

The total preparation time is an estimate of hours spent during your lessons with a teacher and the hours spent practicing at home. Each level has a different expected duration of study and practice time which is highly advised before entering for an exam in order to achieve the best result.

You can find our recommended learning hours below.

	Guided learning hours	Independent learning hours	Total qualification time (hours)
Debut	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

Assessment and Marking

The Peembeck exams are assessed by instrument specific examiners who are trained by Online Music Exams and moderated externally by The Learning Machine (TLM). Examiners mark each section of the exam using the marking criteria system on pages 20–22.

Exam Structure

Debut	Grades 1 – 2	Grades 3 – 5	Grades 6 – 8
Two songs	Three songs	Four songs	Five songs

Exam Durations

Each song should be recorded in a single uninterrupted take and within the time allowance given. After this time allowance (please see below), a candidate's recording will automatically stop and will be submitted ready for marking.

The candidate is expected to complete their whole exam within the time allowance as stated below for each grade.

	Debut	Grade 1 – 2	Grade 3 – 5	Grade 6 – 8
Time Allowance for each song	5 minutes	6 minutes	6 minutes	7 minutes
Total Exam Assessment Time	12 minutes	20 minutes	26 minutes	37 minutes
Max. time Allowance Given to complete all Sections of The Exam	15 minutes	24 minutes	30 minutes	42 minutes

Marking Scheme

Debut

Section		Max. mark
Performance 1	From song list	20
Performance 2	From song list	20
		Total 40

Grades 1 – 2

Section		Max. mark
Performance 1	From song list	20
Performance 2	From song list	20
Performance 3	From song list	20
		Total 60

Grades 3 – 5

Section		Max. mark
Performance 1	From song list	20
Performance 2	From song list	20
Performance 3	From song list	20
Performance 4	From song list	20
		Total 80

Grades 6 – 8

Section		Max. mark
Performance 1	From song list	20
Performance 2	From song list	20
Performance 3	From song list	20
Performance 4	From song list	20
Performance 5	From song list	20
		Total 100

Grade 1 – Grade 8

Apart from the Debut exam which is marked on a pass / not pass basis, each exam is marked with the percentage boundaries for each certification as follows:

Mark percentage %	Certification
86 – 100	Distinction
71–85	Merit
50–70	Pass
Less than 50	Fail

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

Debut

We want you to have fun and enjoy playing the songs. You will get feedback from the examiner.

Grade 1 – Grade 3 (RQF Level 1)

Learning Outcomes

The learner will:

1. Perform a variety of songs that are level-appropriate for each grade

Assessment Criteria

The learner can:

- 1.1 Demonstrate careful preparation, musical awareness and the beginning of thoughtful interpretation by applying skills, knowledge and understanding in the presentation of performances
- 1.2 Perform with a secure sense of timing and rhythm with accurate pitch/intonation and a good range of dynamics
- 1.3 Perform with a reasonable sense of continuity, confidence and ability to convey the mood to the audience with a good grasp of the musical style/feel

-
2. Demonstrate technical ability through use of set technical demands in performances

- 2.1 Perform with a good command of fundamental techniques and control of voice/instrument
- 2.2 Perform with a good quality sound, with a reasonable control of tone and articulation

-
3. Demonstrate effective communication skills through performance presentation.

- 3.1 Demonstrate an overall sense of performance presentation with basic confidence
 - 3.2 Show a sound sense of self-awareness, with consideration of audience engagement
-

Grade 4 – 5 (RQF Level 2)

Learning Outcomes

The learner will:

1. Perform a variety of songs that are level-appropriate for each grade

Assessment Criteria

The learner can:

- 1.1 Produce song performances that demonstrate sound musical awareness and convey a more personal and creative interpretation of the material
- 1.2 Give a performance that is rhythmically secure and has a strong sense of pulse with accurate pitch/intonation and a solid range of dynamics
- 1.3 Perform with a good sense of continuity, confidence and ability to convey the mood to the audience with a strong grasp of the musical style/feel

-
2. Demonstrate technical ability through use of set technical demands in performances

- 2.1 Perform with a solid command of intermediate techniques and control of voice/instrument
- 2.2 Perform with a good quality sound, with a good control of tone and articulation

-
3. Demonstrate effective communication skills through performance presentation.

- 3.1 Demonstrate an overall sense of performance presentation with solid confidence
 - 3.2 Show a good sense of self-awareness and engagement with the audience
-

Grade 6 – 8 (RQF Level 3)

Learning Outcomes

The learner will:

1. Perform a variety of songs that are level-appropriate for each grade

Assessment Criteria

The learner can:

- 1.1 Produce a secure and sustained performance which demonstrates a confident performance with personal interpretation which engages the audience wholeheartedly
- 1.2 Give a performance that is rhythmically secure and has a strong sense of pulse with excellent pitch/intonation and a solid range of dynamics
- 1.3 Perform with an excellent sense of continuity, confidence and ability to convey the mood to the audience with a strong grasp of the musical style/feel.

-
2. Demonstrate technical ability through use of set technical demands in performances

- 2.1 Perform with a strong command of advanced techniques and sensitive control across the entire voice/ instrument
- 2.2 Perform with a high-quality sound, with a sensitive control of tone and articulation

-
3. Demonstrate effective communication skills through performance presentation.

- 3.1 Demonstrate a high level of musical sensitivity and confidence in performance presentation, with a clear, distinctive and authoritative musical personality
 - 3.2 Show an excellent sense of self-awareness and engagement with the audience
-

EXAM GUIDANCE

Here you will find information about how to choose your exam performance songs and what you need to prepare in order to give your best performance.

Age Groups

Exams are open to all ages.

Song Choices

- We recommend your performance pieces are varied and contrasting in song choice style in order to demonstrate versatility.
- A song list for each grade is provided on pages 15 to 19.

Types of Bass Guitar

Candidates must use an electric bass guitar. A fretless or electro-acoustic bass guitar, and a bass with five or more strings may also be used. Candidates are permitted to use more than one instrument in the exam (eg. a regular bass and a fretless bass).

Backing Tracks

In all Grades, all performance songs must be played to a backing track.

Backing tracks should not contain the bass track.

In the exam, it is the candidate's responsibility to ensure that the volume balance between the backing track and the bass track is appropriate.

We recommend that before pressing record, a candidate goes to the Mock Exam practice page to test their volume levels.

There are different sources available for backing tracks. For example, you can find songs without bass on YouTube or use the app called MOISES (www.moises.ai), where you can take out the bass track. Backing track choices are left to candidates preference.

EXAM GUIDANCE

Audio Equipment

It is recommended that candidates use at least one microphone (USB-Microphone) or use an audio interface to ensure a good quality sound.

Memorisation

Candidates are free to perform any of their pieces from memory. No additional marks are given for this.

Tuning

Candidates are responsible for tuning their bass guitar before the start of the exam.

Performance Interpretation

We encourage you to demonstrate your own style, interpretation and personality into your performances, particularly in the higher grades.

Obtaining Music and Copies

We expect students to obtain songs legally and not infringe any copyright laws when obtaining music.

CHOOSING YOUR SONGS

SONG LIST

DEBUT

Title	Artist	Title	Artist
<i>Lose Yourself</i>	Eminem	<i>Dance Monkey</i>	Tones and I
<i>With or without you</i>	U2	<i>Walk Away</i>	Kelly Clarkson
<i>Halo</i>	Beyoncé	<i>Hoch</i>	Tim Benzko
<i>Stay With Me</i>	Sam Smith	<i>Shape of You</i>	Ed Sheeran
<i>Zombie</i>	Cranberries	<i>Havana</i>	Camilla Cabello
<i>Highway to Hell</i>	AC/DC	<i>Wake Me up When September Ends</i>	Green Day
<i>Imagine</i>	John Lennon	<i>I Can See Clearly Now</i>	Johnny Nash

GRADE 1

Title	Artist	Title	Artist
<i>Yellow</i>	Coldplay	<i>T.n.t</i>	AC/DC
<i>Creep</i>	Radiohead	<i>Song 2</i>	Blur
<i>Shape of My Heart</i>	Sting	<i>Boulevard of Broken Dreams</i>	Green Day
<i>Titanium</i>	Sia	<i>Wild Horses</i>	The Rolling Stones
<i>Beautiful Day</i>	U2	<i>Friends</i>	Marshmello, Anne-Marie
<i>Hit Me Baby One More Time</i> <small>(No Slapping, No Ghost Notes required)</small>	Britney Spears	<i>Folsom Prison</i>	Johnny Cash
<i>Tonight Tonight</i>	Smashing Pumpkins	<i>Numb</i>	Linkin Park
<i>If I Ain't Got You</i>	Alicia Keys	<i>The Reason</i>	Hoobastank
<i>I'm Not the Only One</i>	Sam Smith	<i>Here Without You</i>	3 Doors Down

GRADE 2

Title	Artist	Title	Artist
<i>The Middle</i>	Jimmy Eat World	<i>Since U Been Gone</i>	Kelly Clarkson
<i>Smells Like Teen Spirit</i>	Nirvana	<i>Ain't No Sunshine</i>	Bill Withers
<i>Lithium</i>	Nirvana	<i>Lean on Me</i>	Bill Withers
<i>Seven Nation Army</i>	The White Stripes	<i>Smoke on the Water</i>	Deep Purple
<i>Another Brick in the Wall</i>	Pink Floyd	<i>Stand by Me</i>	Ben E King
<i>Jolene</i>	Dolly Parton	<i>Blind</i>	Korn
<i>Clocks</i>	Coldplay	<i>The Payback</i>	James Brown
<i>Fields of Gold</i>	Sting	<i>My Sacrifice</i>	Creed
<i>Vertigo</i>	U2	<i>I Don't Want to Miss a Thing</i>	Aerosmith
<i>Be My Baby</i>	The Ronettes	<i>Perfect</i>	Ed Sheeran
<i>Complicated</i>	Avril Lavigne	<i>I Gotta Feeling</i>	Black Eyed Peas

GRADE 3

Title	Artist	Title	Artist
<i>All You Need Is Love</i>	The Beatles	<i>Best of You</i>	Foo Fighters
<i>Lean on Me</i>	Bill Withers	<i>You Really Got Me</i>	Van Halen
<i>Joker and the Thief</i>	Wolfmother	<i>Blitzkrieg Bop</i>	Ramones
<i>Use Somebody</i>	Kings of Leon	<i>Otherside</i>	Red Hot Chili Peppers
<i>Enter Sandman</i>	Metallica	<i>Smoke on the Water</i>	Deep Purple
<i>Eye of the Tiger</i>	Survivor	<i>Summer of '69</i>	Bryan Adams
<i>When You Were Young</i>	The Killers	<i>Cat Scratch Fever</i>	Ted Nugent
<i>Mr. Brightside</i>	The Killers	<i>Love You Like a Love Song</i>	Selena Gomez
<i>Dreams</i>	Fleetwood Mac	<i>Cake by the Ocean</i>	DNCE
<i>I Got You (I Feel Good)</i>	James Brown	<i>Mountain Song</i>	James Addiction

GRADE 4

Title	Artist	Title	Artist
<i>Drive</i>	Incubus	<i>Lady Marmalade</i>	Pattu LeBelle
<i>Wish You Were Here</i>	Incubus	<i>You Can't Hurry Love</i>	Phil Collins
<i>Makes Me Wonder</i>	Maroon 5	<i>The Joker</i>	Steve Miller Band
<i>Let's Get it On</i>	Marvin Gaye	<i>American Girl</i>	Tom Petty
<i>Clocks</i>	Coldplay	<i>Don't Stop Believin'</i>	Journey
<i>Jump</i>	Jump	<i>Everybody Wants to Rule the World</i>	Tears for Fears
<i>Golden</i>	Jill Scott	<i>Come Together</i>	The Beatles
<i>I'ts My Life</i>	Bon Jovi	<i>Basketcase</i>	Green Day
<i>Always</i>	Bon Jovi	<i>Would?</i>	Alice in Chains
<i>Dream On</i>	Aerosmith		

GRADE 5

Title	Artist	Title	Artist
<i>Crazy Train</i>	Ozzy Osbourne	<i>Listen to the Music</i>	The Doobie Brothers
<i>A Long Walk</i>	Jill Scott	<i>Long Train Runnin</i>	The Doobie Brothers
<i>You Give Love a Bad Name</i>	Bon Jovi	<i>Fly Like an Eagle</i>	Steve Miller Band
<i>Brick House</i>	Commodores	<i>Hold the Line</i>	Toto
<i>No Roots</i>	Alice Morton	<i>Let's Get it Started</i>	Black Eyed Peas
<i>Sweet Emotion</i>	Aerosmith	<i>Don't Speak</i>	No Doubt
<i>Senorita</i>	Camilla Cobello	<i>All I Wanna Do</i>	Cheryl Crow
<i>Otherside</i>	Red Hot Chili Peppers	<i>Fell on Black Days</i>	Soundgarden
<i>Clocks</i>	Coldplay	<i>Comedown</i>	Bush
<i>The Pretender</i>	Foo Fighters		

GRADE 6

Title	Artist	Title	Artist
<i>Sad but True</i>	Metallica	<i>Let's Get it On</i>	Marvin Gaye
<i>Whole Lotta Love</i>	Led Zeppelin	<i>Sweet Child O'mine</i>	Guns and Roses
<i>Bille Jean</i>	Michael Jacson	<i>Bad Guy</i>	Billie Elish
<i>Another One Bites the Dust</i>	Queen	<i>Rude</i>	Magic
<i>Don't Stop Me Now</i>	Queen	<i>A Long Walk</i>	Jill Scott
<i>We Are the Champions</i>	Queen	<i>Walk This Way</i>	Aerosmith
<i>Walk This Way</i>	Aerosmith	<i>Attention</i>	Charlie Puth
<i>Killing in the Name Of</i>	Rage Against the Machine	<i>If You Want Me to Stay</i>	Sly and the Family Stone
<i>Bombtrack</i>	Rage Against the Machine	<i>Thank You</i>	Sly and the Family Stone
<i>Take the Power Back</i>	Rage Against the Machine	<i>Georgy Porgy</i>	Toto
<i>Leave the Door Open</i>	Bruno Mars/ Anderson Pak	<i>Interstate Love Song</i>	Stone Temple Pilots

GRADE 7

Title	Artist	Title	Artist
<i>Lovely Day</i>	Bill Withers	<i>Superstition</i>	Stevie Wonder
<i>Livin on a Prayer</i>	Bon Jovi	<i>Seven Days</i>	Sting
<i>Give it Away</i>	Red Hot Chili Peppers	<i>Abc</i>	Jackson 5
<i>Californication</i>	Earth, Wind & Fire	<i>Pick up the Pieces</i>	Average White Band
<i>Shining Star</i>	Earth, Wind & Fire	<i>Good Times</i>	CHIC
<i>September</i>	Earth, Wind & Fire	<i>Got to Be Real</i>	Cheryl Lynn
<i>Can't Hide Love</i>	Earth, Wind & Fire	<i>Victim of Love</i>	Elton John
<i>Time Is Running Out</i>	Muse	<i>Locked Out of Heaven</i>	Bruno Mars
<i>Ascension</i>	Maxwell	<i>Spoonman</i>	Soundgarden
<i>Run to the Hills</i>	Iron Maiden	<i>Seven Days</i>	Sting
<i>I Wish</i>	Stevie Wonder		

GRADE 8

Title	Artist	Title	Artist
<i>Deja Vu</i>	Beyoncé	<i>A Passage to Bangkok</i>	RUSH
<i>I Want You Back</i>	Jackson 5	<i>Peg</i>	Steely Dan
<i>I Am Every Woman</i>	Chaka Khan	<i>Until You Come Back to Me</i>	Aretha Franklin
<i>Ain't No Body</i>	Chaka Khan	<i>Seven Days in Sunny June</i>	Jamiroquai
<i>Take a Look Around</i>	Limp Bizkit	<i>Rock With You</i>	Michael Jackson
<i>So Very Hard to Go</i>	Tower of Power	<i>Dean Town</i>	Vulfeck
<i>Footloose</i>	Kenny Loggins	<i>Come on Come Over</i>	Jaco Pastorious
<i>Black Dog</i>	Led Zeppelin	<i>Seven Days in Sunny June</i>	Jamiroquai
<i>Break My Heart</i>	Dua Lipa	<i>Cosmic Girl</i>	Jamiroquai
<i>Get Lucky</i>	Daft Funk	<i>Hysteria</i>	Muse
<i>Ain't it Fun</i>	Paramore	<i>What Is Hip</i>	Tower of Power
<i>Still Friend of Mine</i>	Incognito	<i>Tom Sawyer</i>	Rush
<i>Forget Me Not</i>	Patrice Rushen	<i>Yyz</i>	Rush
<i>Ain't No Mountain High Enough</i>	Marvin Gaye	<i>Teen Town</i>	Weather Report
<i>Forty Six & 2</i>	TOOL	<i>Schism</i>	Tool
<i>Boogie Wonderland</i>	Earth, Wind & Fire		

Marking System

Song Performances are marked in the following 5 components:

Timing/Rhythm	The candidate's ability to keep in time to a backing track/accompaniment and to maintain security in the rhythm of the song
Pitch/Intonation	The candidate's ability to maintain the correct pitch/intonation
Style/Feel	The candidate's ability to maintain a great and appropriate feel with a developing sense of style and phrasing as the grades progress higher
Technical Control	The candidate's ability to have technical control of – bass technique, posture, dynamics, tone and articulation, as appropriate for each grade level
Performance Communication	The candidate's ability to engage the listener with confidence and great energy, and to make it exciting for the audience to watch the performance. The candidate should also be able to perform with an individual musical style and flair as the grades progress higher

Each component has a maximum of 4 points:

0	Not attempted
1	Fail
2	Pass
3	Merit
4	Distinction

Our examiners then use this total to convert into a percentage for each particular section of the exam.

For example:

	Song 1	Song 2
Timing/Rhythm	4	4
Pitch/Intonation	3	3
Style/Feel	4	4
Technical Control	2	4
Performance Communication	3	4
Total	16	19

The candidate in the above example would have received a merit for performance 1 (80%) and a distinction (95%) for performance 2.

0 %	Not attempted
< 50 %	Fail
50 % – 70 %	Pass
71 % – 85 %	Merit
86 % – 100 %	Distinction

- 
- *The 4-point system used allows for greater accuracy in marking.*
 - *A candidate doesn't need to pass all sections in order to pass their exam overall.*
 - *If no attempt is made, no marks are awarded for this section.*

How the Performance Songs are marked

Discipline	0 Marks Black = Void	1 Mark Red = Fail	2 Marks Orange = Pass level	3 Marks Yellow = Merit level	4 Marks Green = Distinction level
Timing/ Rhythm	Not attempted / void	Inconsistent awareness of pulse with extremely unreliable synchronisation to the backing track/accompaniment. Little or no sense of fluency and security in the rhythms is shown.	Awareness of pulse some of the time with some synchronisation to the backing track/accompaniment. A basic sense of fluency and security in the rhythms is shown.	A good awareness of pulse with mostly consistent synchronisation to the backing track/accompaniment. Only occasional lapses. A good sense of fluency and security in the rhythms shown throughout with only occasional small recoverable errors.	An excellent awareness of pulse with consistent synchronisation to the backing track/accompaniment throughout. A high level of fluency and security in the rhythms is shown.
Pitch / Intonation	Not attempted / void	Unable to maintain pitch and intonation accurately throughout.	Able to maintain pitch and intonation accurately some of the time.	A good ability to maintain pitch and intonation accurately most of the time with only occasional errors.	An excellent ability to maintain pitch and intonation accurately throughout.
Style/Feel	Not attempted / void	An insecure feel with no understanding of musical phrasing demonstrated	A secure feel and understanding of musical phrasing is demonstrated some of the time	A secure feel and understanding of musical phrasing is demonstrated most of the time	An excellent and secure feel and understanding of musical phrasing is demonstrated throughout
Technical Control	Not attempted / void	Unable to maintain technical control resulting in an unreliable sound quality throughout.	Able to maintain technical control some of the time with a basic sound quality shown.	Able to maintain technical control most of the time with only occasional insecurities. A good sound quality is shown.	Excellent technical control throughout with a consistently high sound quality.
Performance Communication	Not attempted / void	Little or no engagement and communication. An insecure understanding of musical style and detail.	A basic level of engagement and communication. A secure understanding of musical style and detail demonstrated some of the time.	Good engagement and communication most of the time with only occasional insecurities. A good understanding of musical style and detail demonstrated.	Excellent engagement and communication throughout with an excellent understanding of musical style and detail demonstrated.
