

## Details make the difference

Teachers who consistently receive impressive exam results are more than just talented music makers with excellent communication skills – they are also meticulous when it comes to detail. When a student receives an A+, this means that they not only played to an extremely high level on the day of their exam, but that their teacher had them well-prepared for everything that grade and syllabus required them to demonstrate. Conversely, when a teacher is not aware of the current syllabus details and exam requirements, teacher error can have negative consequences for their student's results.

### Can you improve your attention to detail?

#### ■ **Front matters matter**

When was the last time you looked through the 'front matters' of your AMEB Manual of Syllabuses? These are the roman numeral pages at the front of your syllabus. Here you will find news about any new syllabuses that have been introduced and old syllabuses that have been withdrawn, information about general exam protocols such as accompaniment, memorisation requirements, how repeats should be negotiated, the duration of each type of exam, the grading descriptors (eg what constitutes an A+, A etc down to D), and details about the aural test content and general knowledge information that is required at each grade level.

Teachers should encourage their Level 2 and 3 students to also read this area of the syllabus.

#### ■ **AMEB regulations**

Part of the front matters, [AMEB exam regulations](#) are the backbone of the exam process and the reason AMEB qualifications are so well-regarded. Good marks are earned by paying diligent attention to the details of the syllabus your student is enrolled for. Did the candidate present pieces with the required accompaniment? If not, what is the mark penalty for this? Does that practical exam grade require a written exam pass before the certificate can be achieved? What are the prescribed consequences of neglecting to present a required list piece?

These regulations provide important guidance about how to negotiate the exam process and the grading consequences of incorrect preparation. Teachers are strongly advised to carefully read these – particularly **Regulations 24 and 25**, as there are small but **important** changes to these [music exam regulations](#) in the **2022 AMEB Manual of Syllabuses**.

### ■ Subject-specific details

In the front pages of your instrument's syllabus (prior to the information specific to each grade level), you will find details about the general requirements for this syllabus. For example, in stringed instrument syllabuses, you will find out which grade Fingerboard markings are acceptable for and whether Cadenzas should be included, and in Piano exams you will discover what sections of the technical work must be memorised. In *For Leisure* syllabuses, you will find out which grades permit recorded accompaniments, and in the Singing syllabus, you will find out how many different languages are required to be used at each grade level.

### ■ Repertoire format preparation

Information about correct preparation for a Repertoire exam (this can be either face-to-face or video) can be found on the final page of your instrument's syllabus. For example, for most syllabuses, this is printed after the Licentiate information. This page outlines the number of pieces that are required for this style of exam, which lists they need to be selected from, what the subject enrolment codes are, what the accompaniment requirements are and the criteria for selecting suitable Own Choice pieces.