

GCSE MUSIC SNAPSHOT

OVERVIEW

- This is a linear qualification.
- There are three components: an external examination assessed by a visiting examiner (35%), controlled assessment (30%) and an external written examination (35%).
- All assessments are completed at the end of the course.
- The specification allows students to develop knowledge, understanding and skills relating to the three fundamental musical activities:
 - **performing and appraising;**
 - **composing;** and
 - **listening and appraising.**
- The specification offers students the opportunity to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities that allow them to progress to A level and/or other courses of study or employment.
- A range of support material is available, including specimen assessment materials, exemplar planning frameworks, and teacher and student guidance on controlled assessment.

SPECIFICATION SUMMARY

Component 1: Performing and Appraising

External examination (visiting examiner) – **one** solo and **one** ensemble performance (first assessment Summer 2019)

Component 2: Composing

Controlled assessment – candidates produce **two** compositions, one in response to a pre-release stimulus and one free choice (first assessment Summer 2019)

Component 3: Listening and Appraising

External written examination – 1 hour 30 minutes, questions on familiar and unfamiliar music relating to the Areas of Study.

BENEFITS TO STUDENTS

1. Grow in confidence in performance, both individually and as part of a group. This can also help boost your skills in presentation, communication and evaluation.
2. Be creative! You will have the opportunity to write your own music, both from the starting point of a stimulus and using your own original ideas.
3. Explore contrasting music from many different contexts: from classical to pop, from traditional Irish to film music.



CROSS-CURRICULAR SKILLS, THINKING SKILLS AND PERSONAL CAPABILITIES THAT WILL BE DEVELOPED

Cross-Curricular Skills at Key Stage 4

Communication, Using Mathematics and Using ICT

Students will have opportunities to develop these skills in a variety of ways, for example:

- performing for an audience and discussing their performance with the examiner;
- presenting composition ideas through a score, lead sheet or written account;
- responding to questions in the examination on the Areas of Study;
- creating chord sequences and melodies in composition;
- timing performances; and
- exploring a range of music software, including Logic Pro and GarageBand or notation software such as Sibelius, in the creation and presentation of their composition.

Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management, Working with Others and Problem Solving

Students should be encouraged to, for example:

- compile a rehearsal schedule for performance;
- create a study plan for the written paper;
- prepare performance pieces for the examination date and complete compositions within the 25 hour time frame;
- rehearse and perform as part of an ensemble;
- justify performance ideas to the visiting examiner; and
- analyse different set works from the Areas of Study.

CONTENT AND ASSESSMENT

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
Component 1: Performing and Appraising	Students prepare pieces for solo performance and for ensemble performance. They discuss and appraise both their performances and those of others.	External examination (visiting examiner) Solo (30 marks) Ensemble (30 marks) Discussion (10 marks)	35%
Component 2: Composing	Students compose two pieces of music, one of which they write in response to a pre-release stimulus. They record their compositions and provide a score, a lead sheet or a written account of their work.	Controlled assessment Composition A (30marks) Composition B (30 marks) Practical activity and written report	30%

SPECIFICATION SNAPSHOT



For first teaching from September 2017
For first award in Summer 2019

CONTENT	CONTENT SUMMARY	ASSESSMENT	WEIGHTING
Component 3: Listening and Appraising	<p>Students build on the knowledge, understanding and appreciation of music gained through Components 1 and 2. They develop their understanding of the relationship between music and its contexts. Students listen to and appraise familiar and unfamiliar music by a range of composers, both male and female, within the four compulsory Areas of Study:</p> <ol style="list-style-type: none">1. Western Classical Music 1600–19102. Film Music3. Musical Traditions of Ireland4. Popular Music 1980–present day		35%

SUPPORTING YOU

In person

We are your local awarding organisation, so we can provide personalised support and visits to you and your centre upon request. Contact the Specification Support Officer if you would like to arrange a visit. If you have a query or require advice and guidance, please contact the Subject Officer.

At teacher-focused events

We provide a comprehensive programme of events to support this specification, which includes:

- free launch events to introduce you to the specification; and
- free support events on teaching and assessment, and to assist you with subject-specific issues.

We will mail invitations to heads of department at least three weeks in advance of each event. Alternatively, check out our full list of support events online at www.ccea.org.uk

Online

Most of the support we provide will be available on our subject microsite. The site will include:

- the latest version of the specification;
- planning frameworks;
- Chief Examiner's reports with top tips for improving examination performance (available after the first examination series);
- specimen assessment materials; and
- exemplification of standards (available after the first examination series).

Visit the **Music** microsite at www.ccea.org.uk

CONTACT US

If you have a query or require advice or guidance, please contact:

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