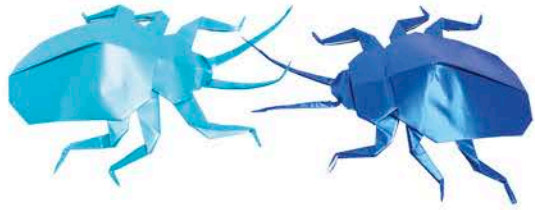


A level 2016 Music

Launch event

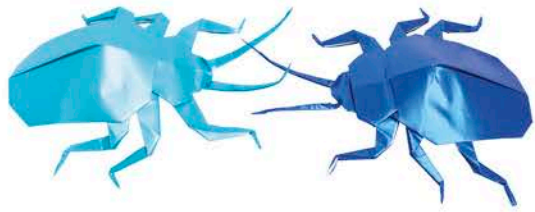


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Background image: © 林伟强
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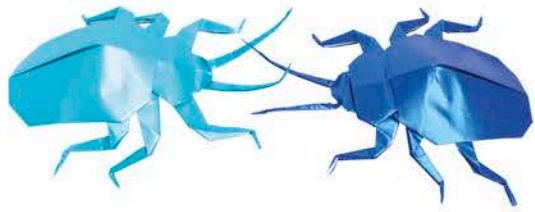
Agenda

- Introducing our specification
- AS and A level reforms and new requirements
- Our research and approach
- Our specification
 - Performing – Content and Assessment
 - Composing – Content and Assessment
 - Appraising – Content and Assessment
- Co-teachability
- Support and resources
- Next steps



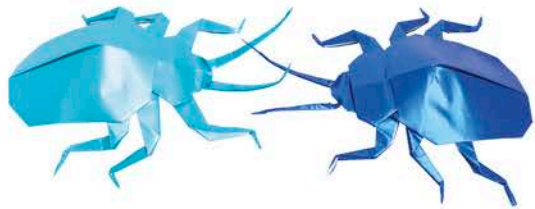
Inspiring great music teaching

- **Clear and coherent structure:** Three components assessing performing, composing and appraising
- **Provides a real music focus:** musical elements, contexts and language approached through Areas of Study and Set Works
- **Wider listening** to help develop students transferable appraising skills
- **Clear and straightforward** question papers, mark schemes and assessment grids
- **Excellent support** with a new anthology, getting started guides and set works support



The A level reforms

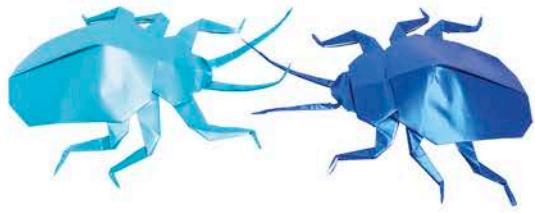
- All new AS and A levels will be assessed at the same standard as they are currently.
- All new AS and A levels will be fully linear.
- AS levels will be stand-alone qualifications.
- The content of the AS level can be a sub-set of the A level content to allow co-teachability, but marks achieved in the AS will not count towards the A level



Timeline

	2015	2016	2017	2018
Current Spec	Summer series as normal	Summer series as normal	Final AS resit and A2 exams	
New 2016 Spec	Specs in centres	First teaching (AS level and 2-year A level)	First AS examinations and first teaching (1-year A level)	First A level exams

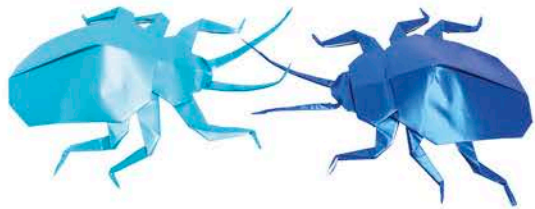
- The last available assessment for the current AS and A levels will be June 2017
- The reformed AS first assessment is 2017 and A level is 2018



Key requirements for Music from 2016

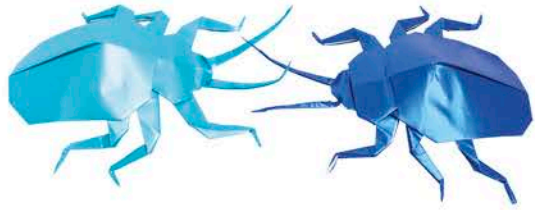
Students are required:

- to develop and demonstrate their musicianship skills through performing, composing and appraising
- to perform for a set amount of time
- to compose either freely or to a set brief
- to demonstrate knowledge and understanding of musical elements, musical contexts and musical language
- study a minimum of 2 areas of study at AS and 3 at A level (WCM and non WCM)



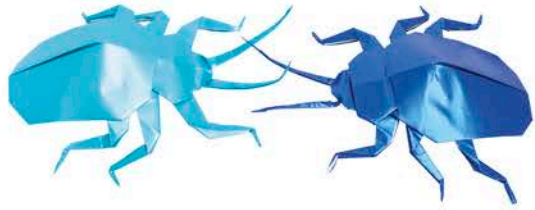
Ofqual Requirements Performance

- Must perform for a minimum of 6 minutes at AS and 8 minutes at A level
 - Minimum of one piece of music
 - Can play as a soloist and/or part of an ensemble
 - Performances must be completed between 1 March and submission (15th May) in the year the student completes the qualification
 - Total performances under 6 minutes at AS and 8 minutes at A level will be awarded 0 marks.
- Externally assessed (marked) by the board



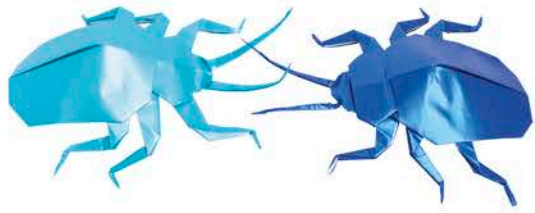
Ofqual Requirements Composition

- Must compose at least 2 pieces
 - in response to a brief set by the awarding organisation, and/or
 - freely as the Learner chooses
- Minimum total composition time (both pieces combined)
 - 4½ minutes at AS level and 6 minutes at A level
 - Total compositions under 4½ (AS) or 6 (A level) minutes will be awarded 0 marks.
- Externally assessed (marked) by the board



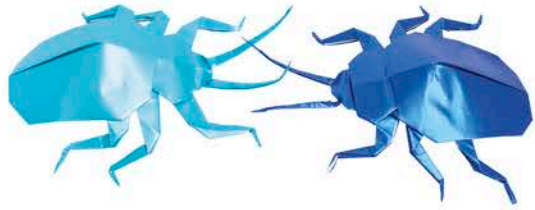
Ofqual Requirements Appraising

- Defined list of musical elements, contexts and language that must be included
- Students are required to study a minimum of 2 Areas of Study at AS and 3 Areas of Study at A level:
 - at least one area of study must be drawn from music composed in the Western Classical Tradition with all or the majority being composed between 1650 and 1910
 - at least one other area of study must not be drawn from the Western Classical Tradition



Ofqual Requirements Assessment Objectives

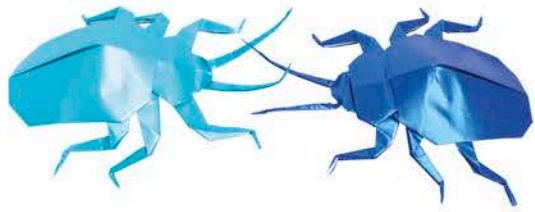
	Assessment Objective	AS Weighting	A Level Weighting
AO1	Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context.	30%	25-35%
AO2	Create and develop musical ideas with technical and expressive control and coherence.	30%	25-35%
AO3	Demonstrate and apply musical knowledge.	15%	10%
AO4	Use analytical and appraising skills to make evaluative and critical judgements about music.	25%	30%



Our research

Research carried out since 2012 with:

- Teachers from schools across the country in face-to-face interviews, phone interviews, focus groups and surveys
- Subject advisory group, including representatives from the teaching community and universities.
- Interviews with members of the ISM, MEC, NAMHE and Arts Council



Research

Key findings

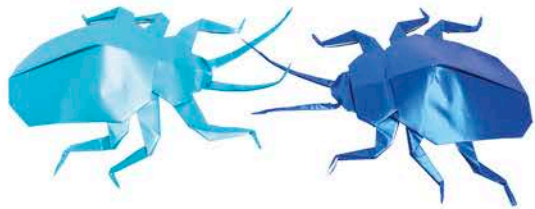
- Performance – students should have the option to play solo and/or ensemble, there should be no minimum number of pieces, performance should be marked as a whole
- Performance and composition should allow students to use any instrument(s) including voice and the use of technology
- Composition should include a set brief and compositional techniques should be included in A level
- Students should have the opportunity to study a wide range of music and be able to apply their appraising skills to contrasting styles of music via set works, only 2 or 3 Areas of study may narrow this



Our approach

- Performances for any instrument(s)/voice or number of pieces, allowing improvisation and music technology
- Composition will include a set brief at AS and A level, briefs assessing technique as part of A level to aid progression
- Musical elements, contexts and language are taught through Areas of Study and **set works** to show **real examples** of how these are used within different types of music.
- **Diverse** and **engaging** musical content to allow students to have the confidence to perform, compose and appreciate different types of music
- More Areas of Study to facilitate the wide range of music types, with fewer set works in each





Our design principles

- Clear structure; no forbidden combinations or complex rules
- Three components
 - Performing 30% NEA (coursework)
 - Composing 30% NEA (coursework)
 - Appraising 40% exam
- Flexibility and choice of instrument(s), style and genre in performance and composition
- Clear and easily applied mark schemes
- Holistic approach to performing, composing and appraising





Overview of new AS level specification

Component	Overview	Assessment
Component 1 Performing 30% NEA	Total performance time of 6 minutes Solo and/or ensemble	Total of 60 marks 12 available for difficulty of pieces
Component 2 Composing 30% NEA	2 compositions 1 to set brief – min 2 minutes 1 free or to set brief – min 2 minutes Together total min of 4½ minutes	2 pieces – 30 marks each Total of 60 marks
Component 3 Appraising 40% exam	6 Areas of Study with 2 set works in each <ul style="list-style-type: none">• Vocal Music• Instrumental Music• Music for Film• Popular Music and Jazz• Fusions• New Directions	Exam 1hr 30mins Total 80 marks

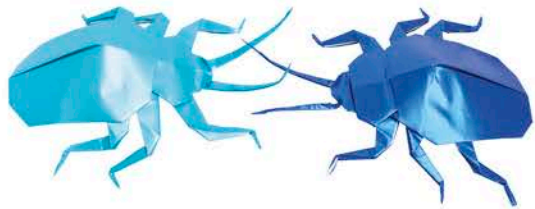




Overview of new A level specification

Component	Overview	Assessment
Component 1 Performing 30% NEA	Total performance time of 8 minutes Solo and/or ensemble	Total of 60 marks 12 available for difficulty of pieces
Component 2 Composing 30% NEA	2 compositions 1 free or free choice brief – min 4 min 1 brief assessing technique – min 1 min Together total min of 6 minutes	2 pieces 40 marks 20 marks Total of 60 marks
Component 3 Appraising 40% exam	6 Areas of Study with 3 set works in each <ul style="list-style-type: none">• Vocal Music• Instrumental Music• Music for Film• Popular Music and Jazz• Fusions• New Directions	Exam 2hrs Total 100 marks





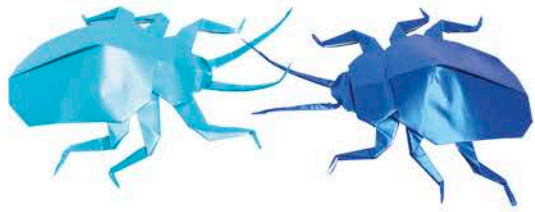
Update on our submission

Pearson's 2016 draft AS and A level Music specifications and sample assessment materials have not yet been accredited by Ofqual. We have now re-submitted our specifications and sample assessment materials.

In response to Ofqual feedback we have made:

- some changes to our performance grids to illustrate how they can be used with ensemble performances and performances using technology
- some changes to add clarity to the use of difficulty levels for the different types of performance

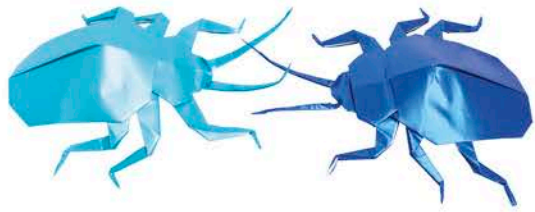




Performing Overview



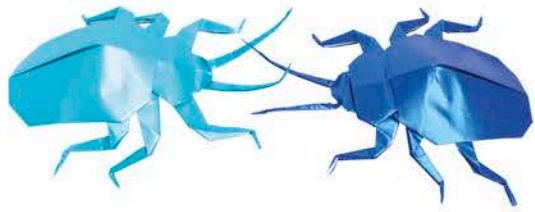
- Students perform 1 or more pieces
 - At AS level this must last a minimum of six minutes
 - At A level this must last a minimum of eight minutes
- Performances can be solo or as part of an ensemble
- The total performance will be out of 60 marks – 12 are available for the difficulty of the pieces.
- Externally marked by the board
- Performances with a combined duration of less than 6 minutes (AS) or 8 minutes (A level) will receive 0 marks



Performing Solo



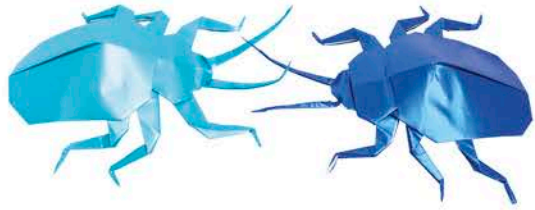
- A solo performance is a piece in which the student's part plays a significant/leading role
- The performance may be on any instrument or voice in any style or genre
- Music written with an accompaniment must be performed with that accompaniment
- Accompaniment would usually be one other performer on a contrasting instrument but students are able to perform with a larger ensemble where there is a clear solo part
- Performances with backing tracks are acceptable



Performing ensemble



- An ensemble performance must consist of two or more people performing undoubled, simultaneously sounding, independent parts, with or without additional backing or accompaniment.
- When performing, students should pay attention to balance and the demands of the other parts as well as accuracy and other effective performance elements
- A solo with accompaniment is not acceptable as an ensemble unless the student being assessed is the accompanist.
- Performances with backing tracks are acceptable

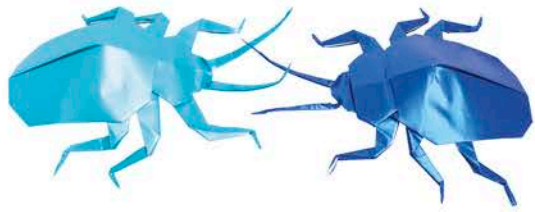


Performing approaches



There are a number of differing approaches to performance

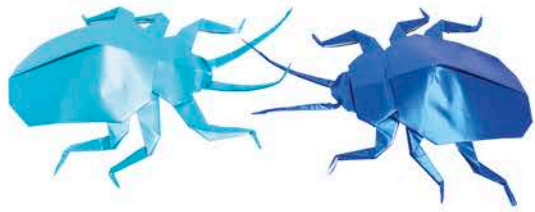
- Performance using a score
- Improvisation
- Performing live over a sequenced backing
- Rapping or beat boxing
- Performance passed on by oral tradition
- Own composition



Performing Assessment



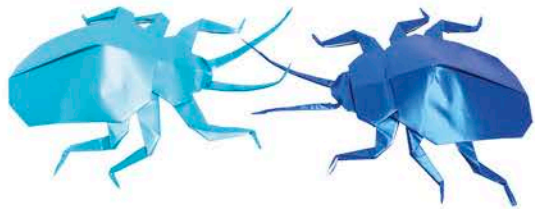
- **First assessment: Summer 2017 (AS) Summer 2018 (A level).**
- This component consists of **60 marks**
 - **48 marks** for the performance
 - **12 marks** are available for the difficulty level (of the performance as a whole)
 - The performance is assessed as a whole
- Students must perform publicly one or more pieces of music
 - The minimum performance time must be **6** minutes (AS)
 - The minimum performance time must be **8** minutes (A level)



Performing Assessment



- Performance recordings must be completed between 1 March before submission (15th May) in the year of certification.
- Performances can be worked on at any point in the student's course, before the submission period.
- Centres must ensure that the performances submitted are valid for the series in which they are submitted.
- All performances are externally assessed
- Centres must submit:
 - Recording of performance (as one unedited recording)
 - Score for performance (all pieces performed)
 - Authentication form

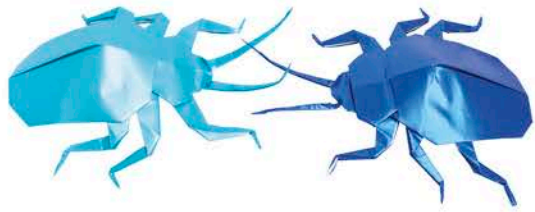


AS level

Composing Overview

- Students compose 2 pieces, combined time minimum of four and a half minutes
 - One in response to a set brief, of at least two minutes in duration, the briefs link to the Areas of Study
 - One free composition or in response to a set brief (linked to a different AoS), of at least two minutes in duration.
- 2 hours of work (across both) and the final write up and recording of the compositions must be in the centre under the teacher's supervision.
- Each composition will be out of 30 marks.
- Externally marked by the board
- Compositions with a combined duration of less than four and a half minutes will receive 0 marks



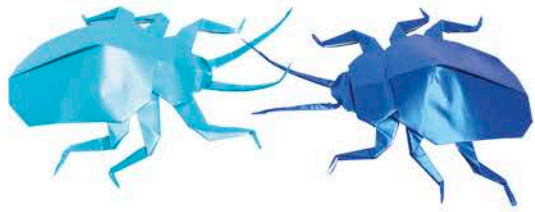


A level Composing Overview

Students compose 2 pieces, combined time min of 6 minutes, submissions under time will receive 0 marks

- The first composition is either a free composition or is from a list of free choice briefs
 - The six free choice briefs are linked to the Areas of Study
 - Must be at least four minutes in duration
 - Marked out of 40, externally marked by the board
 - 2 hours of work and the final write up and recording of the compositions must be in the centre under the teacher's supervision

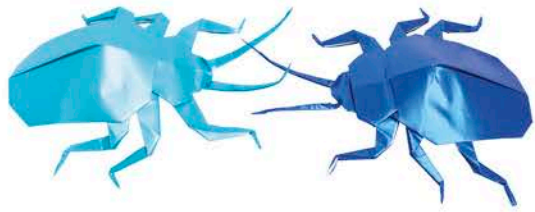




A level Composing Overview

- The second composition must be from a list of briefs assessing technique, of at least one minute in duration.
 - The four briefs assessing technique will always include: Bach chorale, Two-part counterpoint, an Arrangement and a Remix
 - Must be at least one minute in duration
 - Marked out of 20, externally marked by the board
 - This composition must be completed 100% under controlled conditions, within 4-6 hours

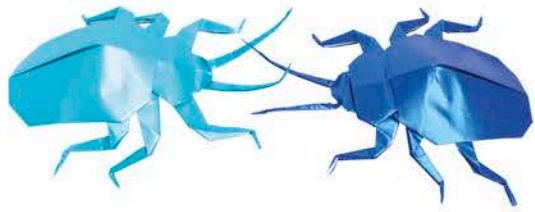




Composing Free Composition



- Students produce one composition that is free i.e. not related to a set brief
- Students can draw inspiration or starting points from the set works, wider listening, or their own interests
- The piece can be composed for any instrument or voice, or combination of instruments and/or voices, and in any style
- The composition must be a minimum of 2 minutes (AS) and 4 minutes (A level) in duration
- Final write up and recording of the composition must be in the centre under the teacher's supervision

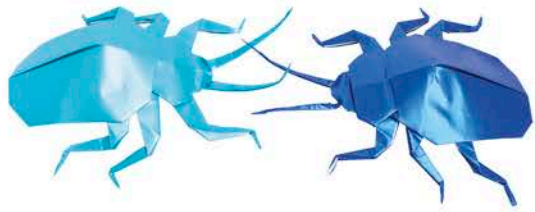


Composing Briefs

AS and A level free choice

- Composition briefs for AS and for A level free choice will be released via the Pearson website on 1st September each year
- Students must respond to the brief released in September of the academic year of certification
- There will be six set briefs released:
 - Each brief will contain details of the audience or occasion
 - The format of the briefs is listed in the specification, but the content/context will change each year
- Students can compose for any instrument(s) or voice, in any style, subject to the requirements of the selected composition



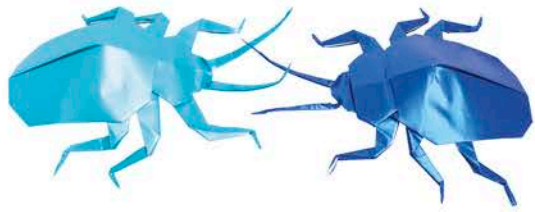


Composing Briefs

AS and A level free choice

- The six briefs will link to the 6 Areas of Study
- Students can choose one of the following:
 - Vocal Music
 - Music for Film
 - Fusions
 - Instrumental Music
 - Popular Music and Jazz
 - New Directions
- The composition must be a minimum of 2 minutes (AS) and 4 minutes (A level) in duration
- Final write up and recording of the composition must be in the centre under the teacher's supervision



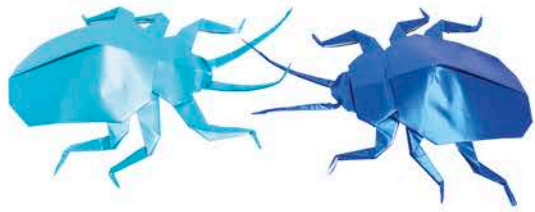


Composing Briefs

A level techniques

- Composition briefs assessing technique will be released via the Pearson website on 1st April each year
- Students must respond to the brief released in April of the academic year of certification
- There will be four briefs released:
 - Each brief will contain details of the audience or occasion
 - The format of the briefs is listed in the specification, but the content/context will change each year
- Students can compose for any instrument(s) or voice, in any style, subject to the requirements of the selected composition



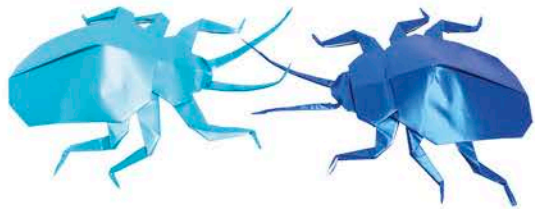


Composing Briefs

A level techniques

- Students can choose one of the following four briefs assessing techniques:
 - Bach chorale
 - Two-part counterpoint
 - Arrangement
 - Remix
- The composition must be a minimum of 1 minute in duration
- This composition must be completed 100% under controlled conditions, within 4-6 hours

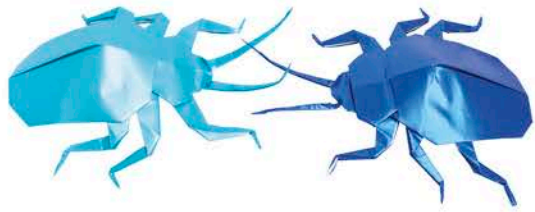




Composing - Scores

- Students must submit a score or a written account for both of their compositions
- The score can be:
 - conventional staff notation
 - a lead sheet or chord chart
 - track sheets
 - written account
 - tables and diagrams
- A written account must contain similar information to a score, with appropriate music vocabulary
- Scores and written accounts must be clearly presented.

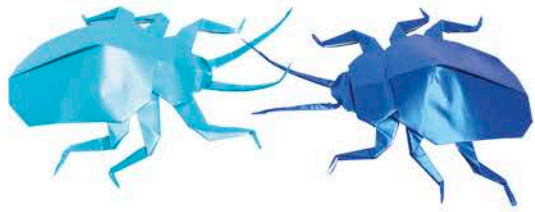




Composing Assessment



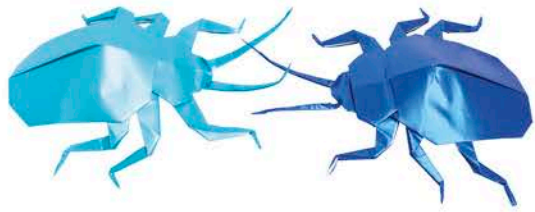
- **First assessment: Summer 2017 (AS) Summer 2018 (A level).**
- This component consists of **60 marks**
 - AS - 30 marks for each piece
 - A level – 40 marks for free/free choice, 20 marks techniques
- Briefs will be released:
 - AS and A level free choice - first of September for use in the following summer series, from September 2017
 - A level techniques - first of April for use in the following summer series, from April 2018
- Centres must ensure that the compositions submitted are valid for the series in which they are submitted



Composing Assessment



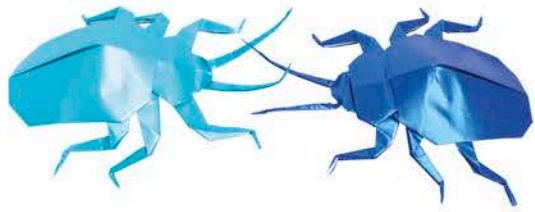
- AS and A level free/free choice
 - Composing may take place over multiple sessions.
 - 2 hours of work and the final write up and recording of the compositions must be in the centre under the teacher's supervision.
- A level techniques composition
 - This composition must be completed 100% under controlled conditions, within 4-6 hours.
- Centres must submit:
 - Recording of compositions (set brief and free)
 - Score for each composition (set brief and free)
 - Authentication form



Appraising Overview



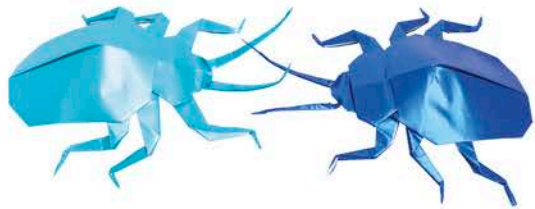
- Students will develop knowledge and understanding of:
 - Musical elements - organisation of pitch, tonality, structure, sonority, texture, tempo, metre and rhythm and dynamics
 - Musical contexts - the effect of purpose and intention and the effect of audience, time and place
 - Musical language - major and minor chords, reading and writing of staff notation, using appropriate musical vocabulary



Appraising Overview



- Students need to learn about the following in order to critically appraise pieces of music
 - Form and structure of the music
 - How and which musical elements are used within the piece
 - Appropriate musical vocabulary for each work
 - Stylistic features of the music
 - Conventions used in different times and places
 - How music relates to the context in which it was created
 - How to express and justify their opinions and preferences
- Students need to demonstrate their knowledge and understanding of musical elements, contexts and language in relation to music they have studied

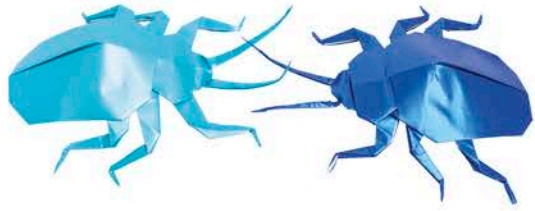


Appraising Areas of study



- There are six Areas of Study, these are the same at AS and A level, and are all compulsory
 - Each AoS has 2 Set Works at AS level
 - Each AoS has 3 Set Works at A level (2 of which are common to AS level)
- The Areas of Study are:

WCM requirement	Other	Other
Vocal Music	Music for Film	Fusions
Instrumental Music	Popular Music and Jazz	New Directions



Appraising Set Works

Area of study	Set works
Vocal Music	AS and A level: <ul style="list-style-type: none">• J. S. Bach, Cantata, Ein feste Burg, BWV 80: Movements 1, 2, 8• Mozart, The Magic Flute: Excerpts from Act I no. 4 (Queen of the Night), 5 (Quintet) A level only: <ul style="list-style-type: none">• Vaughan Williams, On Wenlock Edge: Nos. 1, 3 and 5 ('On Wenlock Edge', 'Is my team ploughing?' and 'Bredon Hill')
Instrumental Music	AS and A level: <ul style="list-style-type: none">• Vivaldi, Concerto in D minor, Op. 3 No. 11• Brahms, Clarinet Quintet, Op. 115: Movement 1 A level only: <ul style="list-style-type: none">• Berlioz, Symphonie Fantastique: Movement I

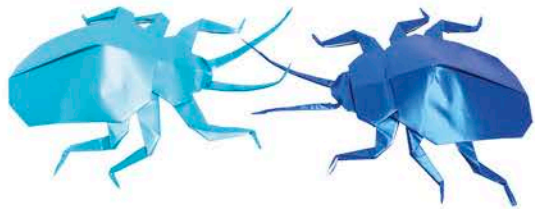




Appraising - Set Works

Area of study	Set works
Music for Film	<p>AS and A level:</p> <ul style="list-style-type: none">• Bernard Herrmann, Psycho: Prelude, The City, Marion, The Murder (Shower Scene), The Toys, The Cellar, Discovery, Finale• Klaus Badelt and Hans Zimmer, Pirates of the Caribbean - The Curse of the Black Pearl: Fog bound, The medallion calls/black pearl, Swords crossed, To the pirates' cave <p>A level only:</p> <ul style="list-style-type: none">• Danny Elfman, Batman Returns: Main theme (Birth of a Penguin Part II), Birth of a Penguin Part I, Rise and fall from grace, Batman vs the Circus
Popular Music and Jazz	<p>AS and A level:</p> <ul style="list-style-type: none">• Beatles – Revolver: Eleanor Rigby, I'm only sleeping, Here, there and everywhere, I want to tell you, Tomorrow never knows• Courtney Pine – Back in the Day: Inner state (of mind), Lady Day and (John Coltrane), Love and affection <p>A level only:</p> <ul style="list-style-type: none">• David Bowie – Low: Sound and vision, Be my wife, Warszawa, Weeping wall

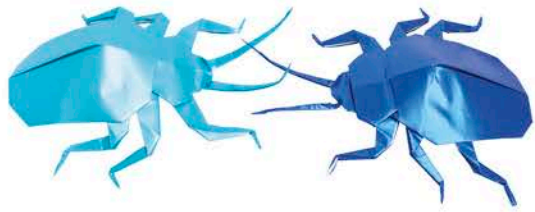




Appraising - Set Works

Area of study	Set works
Fusions	<p>AS and A level:</p> <ul style="list-style-type: none">• Debussy, 'Estampes': Nos. 1 and 2 ('Pagodes' and 'La soirée dans Grenade')• Cubanismo: 'Descargo de Hoy' and Astrud Gilberto and Stan Getz: The Girl from Ipanema <p>A level only:</p> <ul style="list-style-type: none">• A. R. Rahman, 'Jai ho' ('You are my destiny'), Punjabi MC, 'Mundian to Bach Ke'
New Directions	<p>AS and A level:</p> <ul style="list-style-type: none">• Cage – Three Dances for two prepared pianos: No. 1• Britten, War Requiem: Nos. 15–17 (Sanctus, 'After the blast', Agnus Dei) <p>A level only:</p> <ul style="list-style-type: none">• Schoenberg, Two Piano Pieces: Op. 33a and 33b

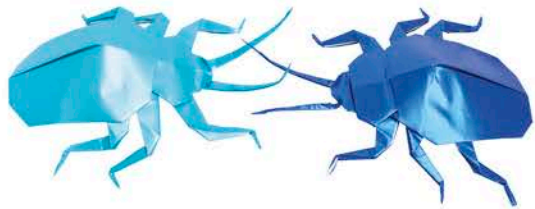




Appraising - Unfamiliar music and wider listening

- Students must use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music (i.e. individual pieces of music that have not been stipulated within the specification)
- We have given details of wider listening for each AoS, these:
 - Allow students to analyse unfamiliar music
 - Show the common features of the set works in other music and further examples of music from the AoS
 - Provide a useful framework for a wider study
 - These pieces will not be examined

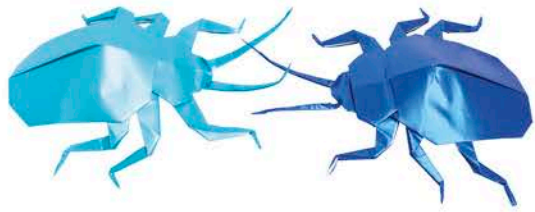




Appraising Assessment



- This is an externally set and assessed examination.
- First assessment: Summer 2017 (AS) and 2018 (A level)
- The exam is 1½ hours (AS) and 2 hours (A level)
- The exam is out of 80 marks (AS) and 100 marks (A level)
- Students must answer all questions
- The paper will include multiple choice, short open and extended writing questions
- Each student will have a CD containing the extracts of music relating to the exam, and will be in control of listening to the extracts relating to each question.

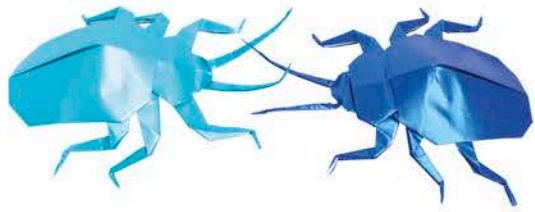


AS level Appraising Assessment

There are two sections in the examination:

- Section A: 45 marks
 - four questions
 - three questions, based on extracts from the set works
 - one question on dictation
- Section B: 35 marks
 - one essay question on an unfamiliar piece of music
 - one essay – students choose one of three questions each on a different set work and how it relates to wider listening



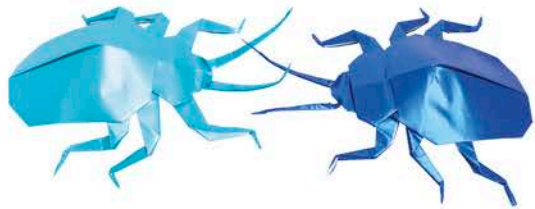


A level Appraising Assessment

There are two sections in the examination:

- Section A: 50 marks
 - four questions
 - three questions, based on extracts from the set works
 - one question on dictation
- Section B: 50 marks
 - one essay question on an unfamiliar piece of music
 - one essay – students choose one of three questions each on a different set work and how it relates to wider listening





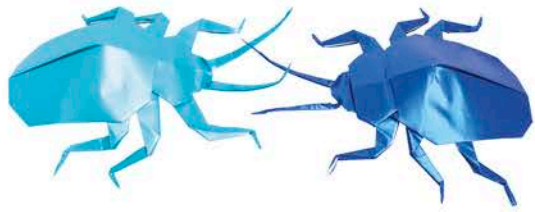
AS and A level Co-teachability



We have designed the AS and A level qualifications, so they can be co-taught:

- **Performance:**

- Students can use the same piece of music to perform at AS and A level
- They will need to add to their performance at A level due to the increase in the minimum time
- The performance will have to be recorded separately for the A level as it must be recorded between 1st March and before submission (15th May) in the year of certification
- Work submitted for AS and A level will be marked to the different AS and A level standards



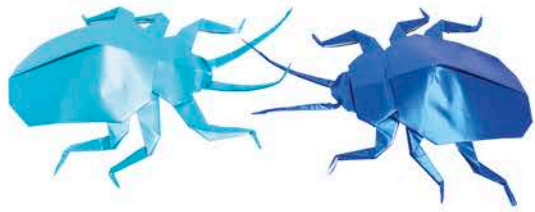
AS and A level Co-teachability

We have designed the AS and A level qualifications, so they can be co-taught:



- **Composition:**

- Compositions written in response to a brief are only valid for that brief and the given assessment
- Free compositions developed in AS, can either be resubmitted for A level or used as a starting point for further development at A level
- Work submitted for AS and A level will be marked to the different AS and A level standards
- You must ensure that the minimum times for compositions are met

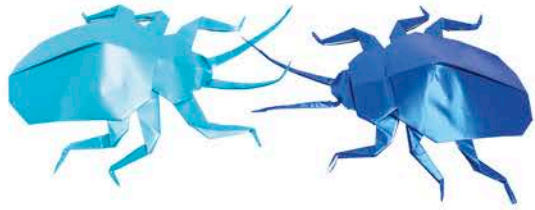


AS and A level Co-teachability



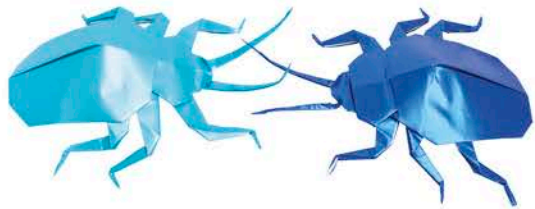
We have designed the AS and A level qualifications, so they can be co-taught:

- **Appraising:**
 - The same Areas of Study are used for AS and A level
 - The AS set works are a subset of the A level set works
 - The AS appraising content and year 1 of the A level appraising content are the same
 - In year 2 of the A level you will need to revisit the AS set works in greater depth as well as teaching the additional 6 set works



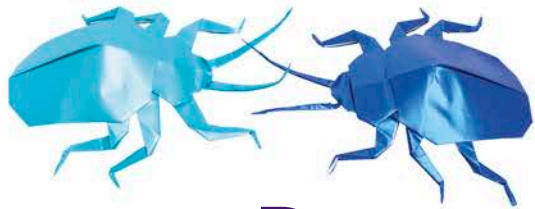
Support

- Getting started guide
- Exemplars
 - Performing and composing with commentaries to show how to apply the assessment grids
 - Appraising – responses to questions
- Course planners
- Schemes of Work
- Training – how to mark performance and composition



ResultsPlus

- ResultsPlus provides the most detailed analysis available of your students' exam performance.
- This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of Music.
- This is only available on the Appraising element

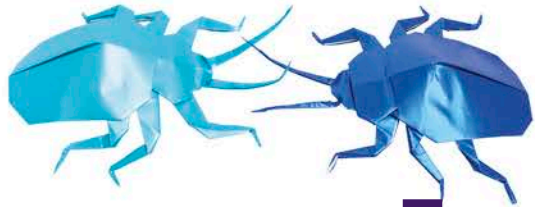


Pearson's Published Resources

- We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.
- Pearson's published resources will provide comprehensive support for the **Edexcel GCSE and A level** specifications. As well as providing engaging materials, the resources will help your students tackle the new assessments.
- Our new A Level resources* include:
 - Anthology**** (containing all the sheet music for the new set works in one place)
 - CD** (containing the majority of the audio in one place plus signposting to availability of remaining tracks).

*You do not have to purchase any resources to deliver our qualification.

***Published in partnership with Edition Peters and Faber Music.*

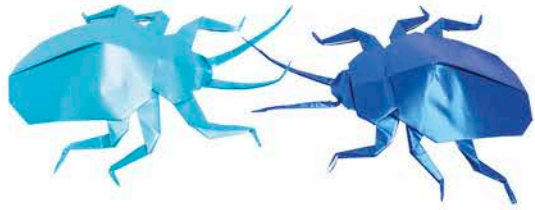


Endorsed Resources*

We are working with a range of publishers who are looking towards getting their resources endorsed:

- **Rhinegold** - Rhinegold Education's team of examiners and teachers is producing study guides, online listening tests, and teacher resources
- **ZigZag** - ZigZag Education's new-specification GCE range will include support for set works, wider listening and unheard music.
- You do not have to purchase any resources to deliver our qualifications.

*These resources have not yet been endorsed. This information is correct as of June 22nd 2015, but may be subject to change.

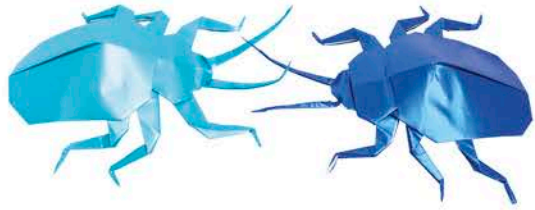


Contact Details

Contact the Music team:

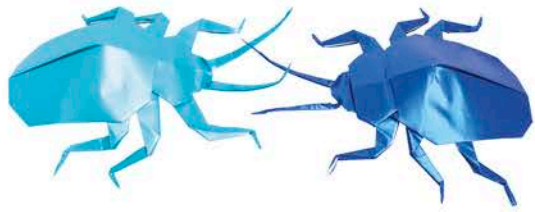
- e-mail: TeachingMusic@pearson.com
- phone: 0844 463 2935

- webpage: www.edexcel.com/music
- Sign up for Music e-mails to get the latest news
- GCSE Music is also being redeveloped for 2016



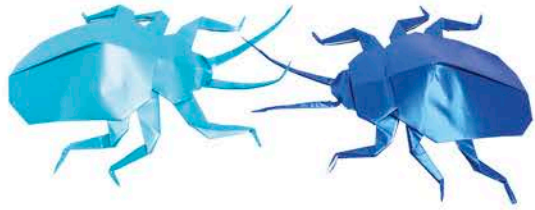
Pearson is recruiting

- Pearson is recruiting for GCSE and GCE Music
- We have exciting opportunities to become an examiner for Music:
 - get closer to the qualification you are teaching
 - gain insight on National Standards
 - grow your career
 - apply via the Pearson website



Next steps

- Please complete your evaluation form for today's event – in your pack
- Sign up to our updates:
email - teachingmusic@pearson.com
- Visit the website to download further copies of the draft specification and support materials:
www.edexcel.com/gcsemusic16
- Look out for information about our Getting Ready to Teach events



Questions?