

Composition assessment grid 1: Developing musical ideas

These marks are awarded for the development of musical ideas and use of musical elements as appropriate, the management of stylistic characteristics and conventions, and the response to the brief if appropriate, and the effectiveness with which the piece meets its intended purpose and/or audience.

Level	Mark	Developing musical ideas
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> • Musical ideas are limited, undeveloped and have little relevance to the intended purpose and/or audience. • Characteristics and conventions for the chosen genre/style have not been observed or are seriously misjudged. • For brief-set composition only: unimaginative and inappropriate response to the brief.
Level 2	3–4	<ul style="list-style-type: none"> • Musical ideas are somewhat developed, with some relevance to the intended purpose and/or audience, but with some obtrusive misjudgements that compromise the effectiveness of the piece. • There is an attempt to develop and manage appropriate stylistic characteristics and conventions for the chosen genre/style but these are unconvincing for the most part and maintained inconsistently. • For brief-set composition only: the piece meets the brief in some respects but lacks sophistication and/or detail.
Level 3	5–6	<ul style="list-style-type: none"> • Musical ideas are developed and extended, with relevance to the intended purpose and/or audience but there are one or two obvious misjudgements and/or inconsistencies. • Stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and are maintained inconsistently in parts but misjudgements do not detract seriously from the overall impression. • For brief-set composition only: the piece meets the brief and its intended audience and occasion although the approach is perhaps a little functional.

Level	Mark	Developing musical ideas
Level 4	7–8	<ul style="list-style-type: none"> • Musical ideas are developed and extended effectively, with good relevance to the intended purpose and/or audience for the most part. • Stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and maintained convincingly for some of the piece despite one or two minor misjudgements. • For brief-set composition only: creative response to the brief with some sense of audience and occasion.
Level 5	9–10	<ul style="list-style-type: none"> • Musical ideas are developed and extended successfully and with assurance, meeting the intended purpose and/or audience appropriately. • Stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and handled convincingly throughout. • For brief-set composition only: imaginative response to the brief with a well-developed sense of audience and occasion.

Composition assessment grid 2: Demonstrating technical control

These marks are awarded for control of the appropriate musical elements, of devices and conventions appropriate to the chosen style and/or genre, and of the control of the chosen instrument(s).

Level	Mark	Demonstrating technical control
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> The control of appropriate musical elements is insecure, with many obtrusive misjudgements that seriously compromise the effectiveness of the piece. The instrumental and/or vocal forces are handled un-idiomatically, possibly with passages that cannot be played/sung. Textures are narrow in scope and unvaried.
Level 2	3–4	<ul style="list-style-type: none"> The control of appropriate musical elements is insecure and marred by obvious and/or frequent misjudgements. The handling of instrumental and/or vocal forces is functional and basic although the parts are mainly playable/singable. The handling of textures may be misjudged and/or unvaried.
Level 3	5–6	<ul style="list-style-type: none"> The control of appropriate musical elements is mostly secure although there may be some obvious inconsistencies and/or misjudgements. There is some attempt to write idiomatically for the instrumental and/or vocal forces but they may lack exploitation in parts. There are no serious misjudgements in the handling of textures but they may lack variety.
Level 4	7–8	<ul style="list-style-type: none"> The control of appropriate musical elements is secure, and any misjudgements are not enough to have a serious impact on the success of the piece. The instrumental and/or vocal forces show some contrast and exploitation. Textures are varied and clear as appropriate to the style.
Level 5	9–10	<ul style="list-style-type: none"> The control of appropriate musical elements is secure throughout, and any misjudgements are marginal and few, if any. The instrumental and/or vocal forces are handled idiomatically and exploited imaginatively. Textures are varied, complex, and/or clear as appropriate to the style.

Composition assessment grid 3: Composing with musical coherence

These marks are awarded for the use and combination of appropriate musical elements to achieve musical coherence and fluency.

Level	Mark	Composing with musical coherence
	0	No rewardable material
Level 1	1–2	<ul style="list-style-type: none"> Little sense of structure, design or balance between the sections. Limited sense of fluency or contrast in the piece. The piece may be incomplete or missing significant passages.
Level 2	3–4	<ul style="list-style-type: none"> An attempt at basic, balanced structures but perhaps repetitive, predictable or showing too great a diversity of ideas. Fluency and contrast will be attempted but unconvincing in parts. There are attempts made at achieving a sense of direction in the piece.
Level 3	5–6	<ul style="list-style-type: none"> The piece demonstrates a satisfactory use of basic structures but these may be formulaic or standard forms. Fluency and contrast will be maintained for the most part. There is a sense of direction in the piece.
Level 4	7–8	<ul style="list-style-type: none"> The piece demonstrates some sense of wholeness and balance between the sections. There is good sense of fluency and contrast. There is a good sense of direction overall.
Level 5	9–10	<ul style="list-style-type: none"> A sense of coherence and wholeness is achieved throughout. There is a consistent sense of fluency and contrast throughout. There is a convincing sense of direction overall.

Composition briefs

Select **one** of the following briefs and compose your piece of music according to the brief.

Brief 1 – Instrumental Music 1700–1820

Develop and extend an existing melodic theme composed between 1700 and 1820 to create a theme and variations. Compose for a solo instrument and accompaniment to be performed at a chamber music festival.

- The piece should exploit the potential of the solo instrument and accompaniment.
- The accompaniment may be for one or more instrument(s).
- The instruments may be acoustic and/or amplified and/or synthesised.
- The music may be in any style.

Brief 2 – Vocal Music

Compose a song for solo voice and accompaniment, using a 32 bar song structure, to be performed at a New Year's Eve concert.

- The piece should exploit the potential of the solo voice and the accompaniment.
- You may choose any text or write your own.
- The accompaniment may be for one or more instrument(s).
- The instruments may be acoustic and/or amplified and/or synthesised.
- The music may be in any style.

Brief 3 – Music for Stage and Screen

Compose music to underscore the discovery of a new planet in a Sci-Fi movie.

- The music will reflect the discovery and the landscape of the new planet.
- You may use one or more instrument(s).
- The instruments may be acoustic and/or amplified and/or synthesised.
- The music may be in any style.

Brief 4 – Fusions

Combine the musical features of Reggae with any Latin American style to create a piece of music to be performed at a party in the park.

- You may write for one or more instrument(s).
- The instruments may be acoustic and/or amplified and/or synthesised.