

# GCSE (9-1) Music

Online training for  
Component 2: Composing





# Materials

To complete this training, the following materials are required:

- Revised specification
- Recordings of performances
- A good quality amplifier and speakers



# Aims and objectives

## **This session will cover:**

- Explore the application of the assessment criteria and moderation processes for Component 2
- Discuss feedback from the 2019 examination Series
- Carry out some marking on exemplar materials
- Address common issues and FAQs



# Specification overview

Component	Overview	Assessment
Component 1: Performing 30% NEA	Two performances: <ul style="list-style-type: none"><li>• At least 1 solo piece – min 1 min</li><li>• At least 1 ensemble piece – min 1 min</li></ul> Combined total time min of 4 minutes	30 marks solo and 30 marks ensemble Total of 60 marks
<b>Component 2: Composing 30% NEA</b>	<b>2 compositions:</b> <ul style="list-style-type: none"><li>• <b>One to set brief – min 1 min</b></li><li>• <b>One free composition – min 1 min</b></li></ul> <b>Combined total time min of 3 minutes</b>	<b>2 pieces – 30 marks each Total of 60 marks</b>
Component 3: Appraising 40% exam	Four areas of study with two set works: <ul style="list-style-type: none"><li>• Instrumental music 1700–1820</li><li>• Vocal music</li><li>• Music for stage and screen</li><li>• Fusions</li></ul>	Exam 1 hour 45 mins Total 80 marks

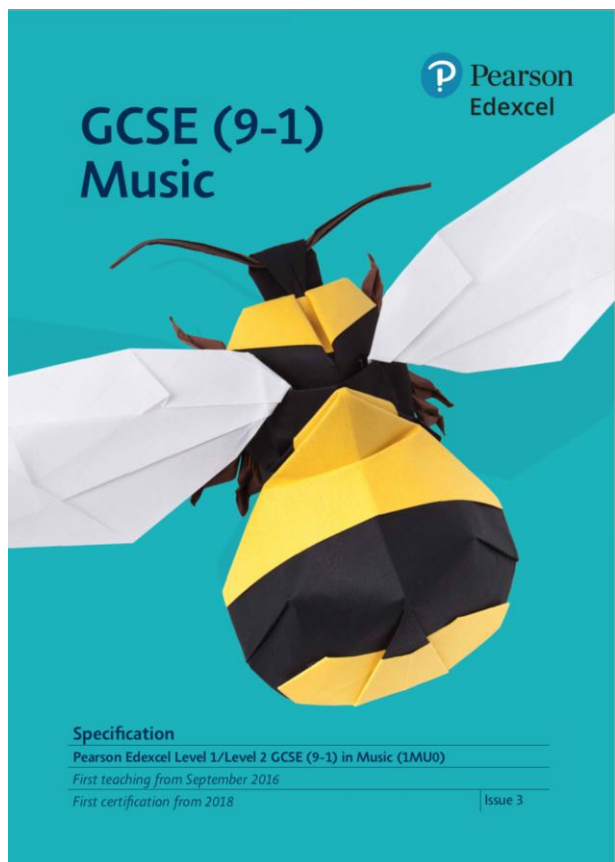


# Assessment objectives

	<b>Assessment Objective</b>	<b>Weighting</b>
AO1	Perform with technical control, expression and interpretation	30%
AO2	Compose and develop musical ideas with technical control and coherence	30%
AO3	Demonstrate and apply musical knowledge	20%
AO4	Use appraising skills to make evaluative and critical judgements about music	20%



# Specification



Issue 3 is the most current version of the document.

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification\\_GCSE\\_L1-L2\\_in\\_Music.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf)

# Introduction to assessment





# New composing requirements

- Students must submit two compositions, of a combined duration of at least **three minutes**
- One in response to a brief set by Pearson, of at least **one minute** in duration
- One free composition set by the student, of at least **one minute** in duration
- For compositions that **do not** meet the total minimum time requirement, the total composition mark will be reduced proportionally according to how many seconds the combined compositions are less than three minutes; this will be applied by Pearson during the moderation process **(Appendix 9)**





# Composing requirements

## Set brief:

- Four briefs, one for each of the areas of study, are published by Pearson on 1 September for assessment in the year of certification.
- Students can choose a brief from one of the following **areas of study**:

**Brief 1:** Instrumental Music 1700-1820

**Brief 2:** Vocal Music

**Brief 3:** Music for Stage and Screen

**Brief 4:** Fusions



# Composing requirements

## Free composition:

- The brief is **set by the student** with support from their teacher.
- Students should consider the role of the audience and/or occasion in this brief.
- The piece can be composed for any instrument or voice, or combination of instruments and/or voices, and in any style.
- Minimum of one minute of musical composition.
- The student does not need to introduce the composition.



# Composing requirements

## **Both compositions:**

- A recording plus a detailed notated score or written account must be submitted.
- Final write-up and recording of the composition must be completed in the centre under the teacher's supervision.



# Assessment grids

Compositions are assessed as AO2: Compose and develop musical ideas with technical control and coherence

## **Assessment grids:**

- AG1: Developing musical ideas
- AG2: Demonstrating technical control
- AG3: Composing with musical coherence



# Levels-based mark schemes

- First decide which level the response should be placed in. This may include a 'best fit' approach.
- If the response meets the requirements fully, then award the upper mark.
- If the response just meets the requirements, then award the lower mark.
- Where some requirements are met at above or below the 'best fit' level, this will indicate the mark within the level.



# CAS form

It is important that teacher assessors download the most recent version of the Composition Authentication Sheet (CAS form).

This can be found on the 'forms and administration' section of the website.



# ASG

The Administrative Support Guide (ASG) can be found in the 'forms and administration' section of the website.



# Set briefs 2020

## **Brief 1 – Instrumental music 1700–1820**

- Develop and extend a melodic theme of your own choice (either composed by yourself or from an existing source) to create a theme and variations.
- Compose for a solo instrument and accompaniment to be performed at a chamber concert.

## **Brief 2 – Vocal music**

- Compose a song for solo voice and accompaniment to be performed at an open mic night.

## **Brief 3 – Music for stage and screen**

- Compose the trailer soundtrack for a film about a theme park.
- The music will reflect the characteristics of the various attractions as well as the atmosphere within the theme park.

## **Brief 4 – Fusions**

- Combine the stylistic features from two musical styles or traditions to create a piece to be performed at a Mardi Gras celebration.



# Exemplar Component 2 candidates





# Candidate A

Free brief: 'Hello and goodbye'



# Candidate A

Assessment grid	TA
Comp 1	<b>22/30</b>
Comp 2	<b>21/30</b>
Total	<b>43/60</b>



# ‘Hello and goodbye’

Assessment grid	TA	Comments	Mod
AG1	7	Ideas are developed with occasional misjudgements. Conventions are selected appropriately and maintained despite some misjudgements.	7
AG2	7	Control of elements is secure. Vocal line/lyric settings show misjudgments. Piano/guitar could be exploited more. No serious mishandling of texture.	6
AG3	8	Some sense of wholeness and balance. Fluent but more contrast needed. There is a good sense of direction overall.	7
Total	22		20



# Set brief composition

Set brief: **‘Mystical wonders’**



# 'Mystical wonders'

Assessment grid	TA	Comments	Mod
AG1	7	Functional response to the brief. Ideas somewhat developed with relevance to the audience but not really extended. Stylistic conventions selected appropriately.	6
AG2	6	Control of elements is secure. Parts lack exploitation, especially the soloist. No serious mishandling of texture	6
AG3	8	There is balance between sections. Fluent but some opportunities for contrast overlooked. There is a good sense of direction overall.	7
Total	21		19



# Candidate A

## Teacher assessor's marks

Assessment grid	TA	Mod
Comp 1	<b>22</b>	<b>20</b>
Comp 2	<b>21</b>	<b>19</b>
Total	<b>43</b>	<b>39</b>



# Candidate B

Free brief: **‘Solo Una Samba’**





# Candidate B

## Teacher assessor's marks

Assessment grid	TA
Comp 1	<b>28/30</b>
Comp 2	<b>27/30</b>
Total	<b>55/60</b>



# ‘Solo Una Samba’

Assessment grid	TA	Comments	Mod
AG1	8	Ideas are developed successfully. Conventions are selected appropriately and handled convincingly.	9
AG2	10	Control of elements is secure throughout. Forces are handled idiomatically. Texture is clear, complex as appropriate to the style.	10
AG3	10	Coherence and wholeness is achieved. Fluent and contrasting. There is a convincing sense of direction overall.	10
Total	28		29



# Candidate B

Set brief: **'The dawn pursuit'**



# ‘The dawn pursuit’

Assessment grid	TA	Comments	Mod
AG1	9	Imaginative response to the brief. Leitmotif developed and extended successfully with relevance to the audience. Stylistic conventions selected appropriately and handled convincingly	10
AG2	9	Control of elements is secure throughout. Forces show contrast. Texture is clear, complex as appropriate to the style.	9
AG3	9	Coherence and wholeness is achieved. Consistent sense of fluency and contrast throughout. Convincing sense of direction overall.	10
Total	27		29



# Candidate B

## Teacher assessor's marks

Assessment grid	TA	Mod
Comp 1	<b>28</b>	<b>29</b>
Comp 2	<b>27</b>	<b>29</b>
Total	<b>55</b>	<b>58</b>



# Support

For further support, contact the Music team:

Subject Advisor: Jeffery Hole

Subject Specialist: Merraf Shawul

- Call us: 0344 463 2935
- [Email and chat to us](#)
- Twitter: [@PearsonMusic1](#)
- Facebook: [Pearson Music](#)



[Sign up](#) to receive subject advisor updates

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# Come work for us

Discover the benefits of working with Pearson as an Assessment Associate (AA) and help to deliver world class standards in training and assessment.

Our AAs perform many different roles across many subjects and qualifications. You can find a summary of these roles at the link below.

<https://qualifications.pearson.com/en/support/support-for-you/teachers/work-with-us/roles.html>

<https://www.youtube.com/watch?v=7S60fpOlOxg>

Thank you

