

GCSE Subject Level Guidance for Music

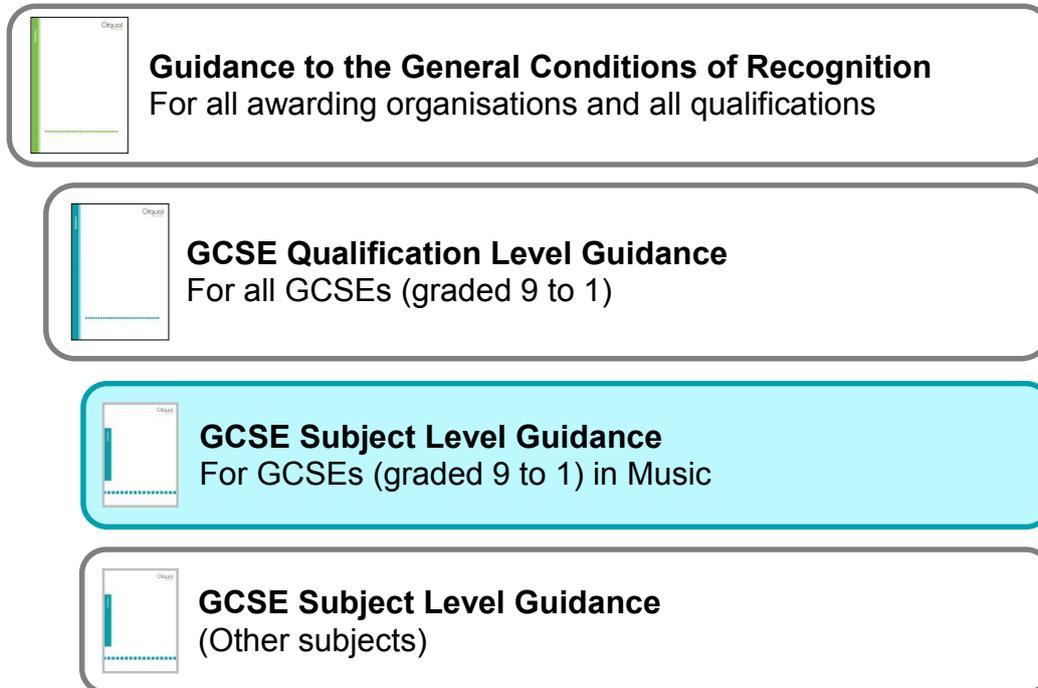
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Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCSE Qualifications.



This document sets out guidance which applies to all GCSE Qualifications (graded from 9 to 1) in Music. It supports the *GCSE Subject Level Conditions and Requirements for Music*.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCSE(Music)1.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCSE Qualification in Music that it makes available or proposes to make available. Condition GCSE(Music)1 imposes the same obligation in respect of the guidance below which is issued under that Condition.

An awarding organisation should use the guidance in this document to help it understand how to comply with the *GCSE Subject Level Conditions and Requirements for Music*.

¹ www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-music

Guidance set out in this document

This document provides guidance on assessment objectives for GCSE Qualifications (graded 9 to 1) in Music.

Guidance on assessment objectives for GCSE Qualifications in Music

Condition GCSE(Music)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCSE Qualifications in Music.

We published our requirements in relation to assessment objectives AO1 to AO4 and their respective weightings in *GCSE Subject Level Conditions and Requirements for Music*, and reproduce them in the table below.

	Objective	Weighting
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%

We set out below our guidance for the purposes of Condition GCSE(Music)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCSE(Music)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Perform with technical control, expression and interpretation.			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments² (but not in every assessment). 	<ul style="list-style-type: none"> ■ In the context of performance: <ul style="list-style-type: none"> □ technical control means accurate use of musical elements (as defined in paragraph 7 of 'Music GCSE subject content'³ document reference DFE-00703-2014 (the 'Content document') □ expression and interpretation means communicating a musically convincing performance through the use of musical elements.

² For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCSE Qualification in Music. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

³ www.gov.uk/government/publications/gcse-music

AO2: Compose and develop musical ideas with technical control and coherence			30%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Develop musical ideas.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ A reasonable balance between all three elements in each set of assessments (but not every assessment). 	<ul style="list-style-type: none"> ■ Compose is defined in paragraph 8 of the Content Document. ■ Develop means extending and manipulating a musical idea. ■ In the context of composition, technical control means the use of appropriate musical elements, as defined in paragraph 7 of the Content Document. ■ Coherence means using and combining musical elements fluently so that they make sense as a whole.
	1b – Demonstrate technical control.		
	1c – Compose with musical coherence.		

AO3: Demonstrate and apply musical knowledge.			20%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> ■ Demonstrate and apply means relating musical knowledge to music. This could include: <ul style="list-style-type: none"> □ questions/tasks targeting recall of knowledge; and □ questions/tasks where the Learner identifies musical elements or instruments from a piece of music. ■ In the context of this assessment objective, musical knowledge means knowledge of musical elements, musical contexts and musical language (as defined in paragraph 7 of the Content Document). <ul style="list-style-type: none"> □ No more than 60% of the marks available for this AO should reward knowledge of musical elements. □ Knowledge of musical contexts and musical language should be weighted broadly equally.

AO4: Use appraising skills to make evaluative and critical judgements about music.			20%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> Use appraising skills means applying knowledge in a musical context such as a score or a listening extract to identify and describe musical features. This could be in response to written and/or aural stimuli. Make evaluative and critical judgements about music means applying understanding of musical elements, musical contexts and musical language (as defined in paragraph 7 of the Content Document). This includes, but is not limited to, reaching conclusions, justifying opinions or making comparisons.

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