

GCSE, AS and A level Music

Consultation on Conditions and Guidance



February 2015

Ofqual/15/5597

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About this consultation

We are seeking views on the regulatory requirements we propose to put in place for new GCSEs, A levels and AS qualifications in music. These new qualifications are due to be taught in England from September 2016.

We do not repeat the policy proposals for this qualification on which we consulted during 2014 or the options we considered when we did so. You can find the outcome of that consultation on our website,¹ along with a summary of the responses to the consultations and our equality and regulatory impact assessments.

Further information about the reform of GCSE/A level/AS can be found at:
www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform.

¹ www.gov.uk/government/consultations/gcses-as-and-a-levels-reform-of-subjects-for-september-2016

Summary of our proposals – GCSE music

- New GCSEs in music must comply with the Department for Education's subject content requirements, and with our assessment objectives.
- In line with our previous decisions, and with current qualifications, new GCSEs in music will be untiered.
- For consistency and comparability, 60 per cent of the marks for all new GCSEs in music will be allocated to non-exam assessments, which will separately test performance and composition skills. Performance and composition will be equally weighted (30 per cent of the total marks each).
 - Students must perform at least two pieces of music totalling at least four minutes, including at least a one minute performance as part of an ensemble;
 - students must compose at least two separate pieces of music totalling at least three minutes, including one free composition and one in response to a brief set by the awarding organisation; and
 - for both assessments, schools must provide an audio recording of the piece for marking or moderation, as well as a score/lead sheet.
- Awarding organisations will set one or more briefs for a composition task; all other tasks will be set by the school.
- Non-exam assessment tasks may be marked by teachers (and moderated by the awarding organisation), or marked by the awarding organisation.
- The remaining 40 per cent of the marks will be allocated to examinations, set and marked by the awarding organisations.

Summary of our proposals – AS and A level music

- New A levels and AS qualifications in music must comply with the Department for Education's subject content requirements, and with our assessment objectives.
- For consistency and comparability, 60 per cent of the marks for all new A levels and AS qualifications in music will be allocated to non-exam assessments, which will separately test performance and composition skills. Performance and composition will be equally weighted (30 per cent of total marks each) at AS, but A levels may place slightly more emphasis on either performance or composition. We propose that:
 - depending on the weightings of performance and composition, at A levels students must perform for at least 6, 8 or 10 minutes, and compose at least two separate pieces of music (including one in response to a brief set by the awarding organisation) totalling between 4, 6 or 8 minutes;
 - for AS, students must perform for at least 6 minutes, and compose at least two pieces of music (including one in response to a brief set by the awarding organisation) totalling at least 4 minutes 30 seconds;
 - for both assessments, schools must provide an audio recording of the piece for marking or moderation, as well as a score/lead sheet.
- Awarding organisations will set one or more briefs for a composition task; all other tasks will be set by the school.
- Awarding organisations will mark all non-exam assessment tasks.
- The remaining 40 per cent of the marks will be allocated to examinations, set and marked by the awarding organisation.

How to respond to this consultation

The closing date for responses to this consultation is **27th February 2015**.

You can respond to this consultation in one of three ways:

- Complete the online response at: <http://surveys.ofqual.gov.uk/s3/gcse-as-and-a-level-music-conditions-and-guidance>.
- Email your response to consultations@ofqual.gov.uk – please include the consultation title (GCSE, A level and AS Music Technical Consultation) in the subject line of the email and make clear who you are and in what capacity you are responding.
- Post your response to: GCSE, A level and AS Music Technical Consultation 2015, Ofqual, Spring Place, Herald Avenue, Coventry, CV5 6UB.

Evaluating the responses

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the information page.

Any personal data (such as your name, address and any other identifying information) will be processed in accordance with the Data Protection Act 1998 and our standard terms and conditions.

We will publish the evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please respond by 27th February 2015.

Conditions of Recognition

Awarding organisations must comply at all times with our Conditions of Recognition. These are the main regulatory rules that we use. We can take regulatory action against an awarding organisation that breaches or is likely to breach a Condition.

There are three sets of Conditions that will apply to new GCSEs:

- (i) the published *General Conditions of Recognition*² that apply to all regulated qualifications;
- (ii) the published *GCSE (9 to 1) Qualification Level Conditions and Requirements*³ that apply to all GCSEs (9 to 1);
- (iii) GCSE Subject Level Conditions that apply to all GCSEs (9 to 1) in a specific subject.

There are three sets of Conditions that will apply to new A levels and AS qualifications:

- (i) the published *General Conditions of Recognition*⁴ that apply to all regulated qualifications;
- (ii) the published *GCE Qualification Level Conditions and Requirements*⁵ that apply to all new A level and AS qualifications;
- (iii) GCE Subject Level Conditions that apply to all new A level and AS qualifications in a specific subject.

The way the Conditions of Recognition work alongside our other regulatory tools is set out in Appendix A.

² www.gov.uk/government/publications/general-conditions-of-recognition

³ www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

⁴ www.gov.uk/government/publications/general-conditions-of-recognition

⁵ www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements

1. Draft GCSE Subject Level Conditions and Guidance for music

Content requirements in Music

1.1 The Department for Education has published a document that sets out the new content for GCSE music. GCSEs in music must comply with the requirements of that document,⁶ as well as with our assessment objectives.

1.2 To bring this about, we propose to introduce the following Condition:

Condition GCSE(Music)1	Compliance with content requirements
GCSE(Music)1.1	In respect of each GCSE Qualification in Music which it makes available, or proposes to make available, an awarding organisation must – (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Music GCSE subject content’,⁷ document reference DFE-00703-2014, (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.
GCSE(Music)1.2	In respect of each GCSE Qualification in Music which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

⁶ www.gov.uk/government/publications/gcse-music

⁷ www.gov.uk/government/publications/gcse-music

Assessment arrangements and requirements

1.3 We have previously consulted on assessment arrangements in GCSE music,⁸ and confirmed our decisions⁹ that:

- all GCSEs in music will be untiered (as at present), and
- all GCSEs in music will be assessed through a combination of 40 per cent assessment by examination, and 60 per cent non-examination assessment.

1.4 We propose to publish a range of requirements and guidance (see below) in relation to the design, setting, conduct and marking of assessments in GCSE music.

1.5 To bring this about, we propose to introduce the following Condition:

Condition GCSE(Music)2	Assessment
GCSE(Music)2.1	Condition GCSE4.1 does not apply to any GCSE Qualification in Music which an awarding organisation makes available or proposed to make available.
GCSE(Music)2.2	In respect of the total marks available for a GCSE Qualification in Music which it makes available, an awarding organisation must ensure that – (a) 40 per cent of those marks are made available through Assessments by Examination, and (b) 60 per cent of those marks are made available through assessments set by the awarding organisation that are not Assessments by Examination.
GCSE(Music)2.3	An awarding organisation must ensure that in respect of each assessment for a GCSE Qualification in Music which it makes available which is not an Assessment by Examination it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

⁸ www.gov.uk/government/consultations/gcses-as-and-a-levels-reform-of-subjects-for-september-2016

⁹ www.gov.uk/government/uploads/system/uploads/attachment_data/file/399511/2015-01-26-confirmed-assessment-arrangements-for-reformed-gcse-as-and-a-level-qualifications.pdf

1.6 We are proposing to set requirements which relate to the design, setting and conduct of the non-examination assessments for GCSE music so that:

- the non-examination assessment must be set by the awarding organisation and include separate assessments of performance and composition, with 30 per cent of the total marks for the qualification allocated to each;
- for the performance assessment, students must perform at least two pieces, with a combined duration of four minutes, including a performance of at least a minute as part of an ensemble. Wherever possible, these performances must be live;
- for the composition assessment, students must compose at least two separate pieces of music with a combined duration of at least three minutes – including one in response to a brief, and one free composition piece; and;
- for both the assessments, schools must provide a recording of the piece, along with a score/other written account, and
- awarding organisations must have appropriate safeguards in place to ensure the work is the student's own.

1.7 We are also proposing to set requirements around the marking of students' work for GCSE music.

1.8 Non-examination assessment can be marked either by the awarding organisation (external marking), or by teachers within their own schools (internal marking). External marking is usually more reliable than internal marking, as the smaller number of markers used makes it easier for awarding organisations to ensure markers take a consistent approach.

1.9 However, we recognise that particular features of a subject may create challenges if external marking is used. In GCSE music, both the number of students taking the qualification and the wide range of possible performances make external marking difficult for awarding organisations to manage. So we are allowing awarding organisations either to mark the assessments themselves or to moderate schools' internal marking.

1.10 We are proposing to require awarding organisations to explain their approach to marking (and moderation where appropriate) in their assessment strategies, and how they are managing any particular risks associated with that approach.

Requirements in relation to assessments for GCSE Qualifications in Music

Condition GCSE(Music)2.3 allows us to specify requirements and guidance in relation to assessments which are not Assessments by Examination for GCSE Qualifications in Music.

We set out our requirements for the purposes of Condition GCSE(Music)2.3 below.

Forms of non-examination assessment

Condition GCSE(Music)2.2(b) states that an awarding organisation must ensure that of the total marks available for a GCSE Qualification in Music, 60 per cent of those marks shall be made available through assessments which are not Assessments by Examination.

In respect of that 60 per cent, an awarding organisation must ensure that –

- (a) 30 per cent of the total marks available for the qualification are made available through tasks which assess a Learner's knowledge, skills and understanding in relation to performance (the 'Performance Assessment'), and
- (b) 30 per cent of the total marks available for the qualification are made available through tasks which assess a Learner's knowledge, skills and understanding in relation to composition (the 'Composition Assessment').

The Performance Assessment

An awarding organisation must ensure that each Performance Assessment is designed and set to –

- (a) ensure that the only evidence which will be admissible in the assessment is the performance by each Learner of at least two pieces of music, with a combined duration of at least four minutes, one of which must be a performance, of at least one minute in duration, as part of an ensemble,
- (b) require each Learner to select, following discussion with the Centre which will deliver the assessment, the pieces of music that the Learner will perform during the assessment,
- (c) be taken by each Learner in the academic year in which that Learner expects to be awarded the qualification,
- (d) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated, and
- (e) assess assessment objective AO1 in its entirety.

An awarding organisation must ensure that, in respect of each piece of music performed by a Learner in the Performance Assessment, the Centre which delivered

that assessment provides the awarding organisation with –

- (a) a complete and unedited recording of the Learner’s live performance, and
- (b) the score or lead sheet for that performance.

In paragraph 7 of the document published by the Secretary of State entitled ‘Music GCSE subject content’¹⁰, DFE-00703-2014, it is stated that Learners must make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression through one or more of the following means –

- (a) playing music,
- (b) singing music,
- (c) improvising, or
- (d) realising music using music technology.

In its assessment strategy, an awarding organisation must demonstrate to Ofqual’s satisfaction that, with respect to each Performance Assessment, it has taken all reasonable steps to ensure that the Level of Demand is consistent no matter which of those means is chosen by a Learner.

In particular, an awarding organisation must demonstrate how it has ensured that each Learner will, to the greatest extent possible, make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression in real time during the Performance Assessment.

The Composition Assessment

An awarding organisation must ensure that each Composition Assessment is designed and set to –

- (a) require each Learner to compose at least two separate pieces of music with a combined duration of at least three minutes –,
 - (i) one of which must be in response to a brief set by the awarding organisation, and
 - (ii) one other of which must be in response to a brief set by the Learner, following discussion with the Centre which is delivering the assessment,
- (b) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated,
- (c) minimise the predictability of such assessments,

¹⁰ www.gov.uk/government/publications/gcse-music

- (d) facilitate the comparability of such assessments, and
- (e) assess assessment objective AO2 in its entirety.

An awarding organisation must not communicate the brief(s) that it has set for each Composition Assessment to Centres before 1 September in the academic year in which the assessment is to be taken.

An awarding organisation must ensure that each brief it sets for a Composition Assessment specifies the occasion or audience with reference to which the piece is to be composed.

An awarding organisation must ensure that, in respect of each piece of music composed by a Learner for the Composition Assessment, the Centre which delivered that assessment provides the awarding organisation with –

- (a) a complete recording of the piece, and,
- (b) a score, lead sheet or written account of the composition, which has been produced by the Learner.

Marking of assessments

Evidence generated by a Learner in an assessment for a GCSE Qualification in Music may be marked –

- (a) by an awarding organisation, or
- (b) where the requirements outlined below are met, by a Centre or by a combination of an awarding organisation and a Centre.

The awarding organisation in its assessment strategy must demonstrate to Ofqual's satisfaction that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking assessments which are not an Assessment by Examination (and to moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Assessment objectives

1.11 We have previously consulted on and announced our decisions on assessment objectives in new GCSEs in music. The final assessment objectives are repeated below for completeness.

	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%

Guidance on assessment objectives

1.12 The draft guidance on assessment objectives explains how we expect awarding organisations to interpret the assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective that questions and tasks could target and/or seek to credit;
- 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.

1.13 In line with the obligations set out in draft Condition GCSE(Music)1.2, awarding organisations must have regard to any guidance we publish on the assessment objectives. 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/or
- monitors the qualification to make sure it addresses all elements appropriately.

1.14 The draft guidance on assessment objectives is set out below.

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 assessments (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'¹¹, document reference DFE-00703-2014 (the 'Content Document')); □ expression and interpretation means communicating through the use of musical elements.

¹¹ 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 music 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 marks for this AO should reward knowledge of musical elements. □ knowledge of musical contexts and musical languages 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 analytical and 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 the Content Document) to draw conclusions about a piece of music.

2. Draft A level and AS Subject Level Conditions and Guidance for music

Content requirements in music

2.1 The Department for Education has published a document that sets out the new content for A level and AS music. A levels and AS qualifications in music must comply with the requirements of that document,¹² as well as with our assessment objectives.

2.2 To bring this about, we propose to introduce the following Condition:

Condition GCE(Music)1	Compliance with content requirements
GCE(Music)1.1	In respect of each GCE Qualification in Music which it makes available, or proposes to make available, an awarding organisation must – (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Music GCE AS and A level subject content’,¹³ document reference DFE-00695-2014 (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.
GCE(Music)1.2	In respect of each GCE Qualification in Music which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

¹² www.gov.uk/government/publications/gce-as-and-a-level-music

¹³ www.gov.uk/government/publications/gce-as-and-a-level-music

Assessment requirements

2.3 We have previously consulted on and announced our decisions that all A levels and AS qualifications in music will be assessed through a combination of 40 per cent assessment by examination, and 60 per cent non-examination assessment.

2.4 We also propose to publish a range of requirements and guidance (see below) in relation to the design, setting, conduct and marking of assessments in AS and A level music.

2.5 To bring this about, we propose to introduce the following Condition:

Condition GCE(Music)2	Assessment
GCE(Music)2.1	Condition GCE4.1 does not apply to any GCE Qualification in Music which an awarding organisation makes available or proposes to make available.
GCE(Music)2.2	In respect of the total marks available for a GCE Qualification in Music which it makes available, an awarding organisation must ensure that – (a) 40 per cent of those marks are made available through Assessments by Examination, and (b) 60 per cent of those marks are made available through assessments that are not Assessments by Examination.
GCE(Music)2.3	An awarding organisation must ensure that in respect of each assessment for a GCE Qualification in Music which it makes available which is not an Assessment by Examination it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

2.6 We are proposing to set requirements which relate to the design, setting and conduct of the non-examination assessments for AS and A level music:

- Non-examination assessments will assess performance and composition separately, with 30 per cent of the total marks for the qualification allocated to each at AS, and 25 per cent, 30 per cent or 35 per cent of the total marks allocated to each at A level.

- One part of the composition assessment will be set by the awarding organisation, and released on or after 1st September in the academic year of assessment. The remaining tasks will be set internally within the school.
- Students must perform for at least 6 minutes at AS, and for at least 6, 8 or 10 minutes at A level (depending on the weighting of performance within the specification).
- Students must compose at least two separate pieces of music, including one in response to a brief set by the awarding organisation. The compositions must total at least 4 minutes 30 seconds at AS, and at least 4, 6 or 8 minutes at A level (depending on the weighting of composition within the specification).
- For both the performance and composition assessments, schools must provide a recording of the piece and a score/lead sheet, and awarding organisations must have appropriate safeguards in place to ensure the work is the student's own.

2.7 We are also proposing to set requirements around the marking of students' work for AS and A level music.

2.8 As set out in paragraph 1.8 above, our view is that external marking is usually more reliable than internal marking; it uses a smaller number of markers making it easier for awarding organisations to ensure marking is consistent.

2.9 The lower number of candidates at AS and A level compared to GCSE means that manageability issues are less significant than at GCSE. So we are requiring external marking of non-examination assessment for all music A levels and AS qualifications.

Requirements in relation to assessments for GCE Qualifications in Music

Condition GCE(Music)2.3 allows us to specify requirements and guidance in relation to assessments which are not Assessments by Examination for GCE Qualifications in Music.

We set out our requirements for the purposes of Condition GCE(Music)2.3 below.

Forms of non-examination assessment

The requirements in this section apply to all GCE Qualifications in Music which an awarding organisation makes available or proposes to make available.

Condition GCE(Music)2.2(b) states that an awarding organisation must ensure that of the total marks available for a GCE Qualification in Music, 60 per cent of those marks shall be made available through assessments which are not Assessments by Examination.

In respect of that 60 per cent, an awarding organisation must ensure that –

(a) for a GCE A level qualification in Music –

- (i) either 25 per cent, 30 per cent or 35 per cent of the total marks available for the qualification are made available through tasks which assess a Learner's knowledge, skills and understanding in relation to performance (the 'Performance Assessment'), and
- (ii) the remaining marks made available through assessments which are not Assessments by Examination are made available through tasks which assess a Learner's knowledge, skills and understanding in relation to composition (the 'Composition Assessment').

(b) for a GCE AS qualification in Music –

- (i) 30 per cent of the total marks available for the qualification are made available through tasks which assess a Learner's knowledge, skills and understanding in relation to performance (the 'Performance Assessment'), and
- (ii) 30 per cent of the total marks available for the qualification are made available through tasks which assess a Learner's knowledge, skills and understanding in relation to composition (the 'Composition Assessment').

The Performance Assessment (A level)

The requirements in this section apply to GCE A level qualifications in Music which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that each Performance Assessment is designed and set to –

- (a) ensure that the only evidence which will be admissible in the assessment is the performance by each Learner of one or more pieces of music with a combined duration of –
 - (i) where 25 per cent of the total marks available for the qualification are allocated to tasks targeting assessment objective AO1, at least six minutes,
 - (ii) where 30 per cent of the total marks available for the qualification are allocated to tasks targeting assessment objective AO1, at least eight minutes,
 - (iii) where 35 per cent of the total marks available for the qualification are allocated to tasks targeting assessment objective AO1, at least 10 minutes,
- (b) require each Learner to select, following discussion with the Centre which will deliver the assessment, the piece or pieces of music that the Learner will perform during the assessment,
- (c) be taken by each Learner between 1 March and 31 May in the academic year in which that Learner expects to be awarded the qualification,
- (d) be taken under conditions specified by the awarding organisation, including in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated, and
- (e) assess assessment objective AO1 in its entirety.

An awarding organisation must ensure that, in respect of each piece of music performed by a Learner in the Performance Assessment, the Centre which delivered that assessment provides the awarding organisation with –

- (a) a complete and unedited recording of the Learner's live performance, and
- (b) the score or lead sheet for that performance.

The Performance Assessment (AS)

The requirements in this section apply to GCE AS qualifications in Music which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that each Performance Assessment is designed and set to –

- (a) ensure that the only evidence which will be admissible in the assessment is the performance by each Learner of one or more pieces of music with a combined duration of at least six minutes,
- (b) require each Learner to select, following discussion with the Centre which is delivering the assessment, the piece or pieces of music that the Learner will

- perform during the assessment,
- (c) be taken by each Learner between 1 March and 31 May in the academic year in which that Learner expects to be awarded the qualification,
- (d) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated, and
- (e) assess assessment objective AO1 in its entirety.

An awarding organisation must ensure that, in respect of each piece of music performed by a Learner in the Performance Assessment, the Centre which delivered that assessment provides the awarding organisation with –

- (a) a complete and unedited recording of the Learner's live performance, and
- (b) the score or lead sheet for that performance.

The Composition Assessment (A level)

The requirements in this section apply to GCE A level qualifications in Music which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that each Composition Assessment is designed and set to –

- (a) where 25 per cent of the total marks available for the qualification are allocated to tasks targeting assessment objective AO2, require each Learner to compose at least two separate pieces of music –
 - (i) with a combined duration of at least four minutes,
 - (ii) one of which must be in response to a brief set by the awarding organisation, and
 - (iii) one other of which must be in response to a brief set by the Learner, following discussion with the Centre which is delivering the assessment,
- (b) where 30 per cent of the total marks available for the qualification are allocated to tasks targeting assessment objective AO2, require each Learner to compose at least two separate pieces of music –
 - (i) with a combined duration of at least six minutes,
 - (ii) one of which must be in response to a brief set by the awarding organisation, and
 - (iii) one other of which must be in response to a brief set by the Learner, following discussion with the Centre which is delivering the assessment,
- (c) where 35 per cent of the total marks available for the qualification are allocated to tasks targeting assessment objective AO2, require each Learner to compose at least three separate pieces of music –

- (i) with a combined duration of at least eight minutes,
 - (ii) one of which must be in response to a brief set by the awarding organisation, and
 - (iii) one other of which must be in response to a brief set by the Learner, following discussion with the Centre which is delivering the assessment,
- (d) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated,
- (e) minimise the predictability of such assessments,
 - (f) facilitate the comparability of such assessments, and
 - (g) assess assessment objective AO2 in its entirety.

An awarding organisation must not communicate the brief that it has set for each Composition Assessment to Centres before 1 September in the academic year in which the assessment is to be taken.

An awarding organisation must ensure that each brief it sets for a Composition Assessment specifies the occasion or audience with reference to which the piece is to be composed.

An awarding organisation must ensure that, in respect of each piece of music composed by a Learner for the Composition Assessment, the Centre which delivered that assessment provides the awarding organisation with –

- (a) a complete recording of the piece, and
- (b) a score, lead sheet or written account of the composition, which has been produced by the Learner.

The Learner does not have to perform the piece of music which he or she has composed.

The Composition Assessment (AS)

The requirements in this section apply to GCE AS qualifications in Music which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that each Composition Assessment is designed and set to –

- (a) require each Learner to compose at least two separate pieces of music with a combined duration of at least four minutes and 30 seconds –
 - (i) one of which must be in response to a brief set by the awarding organisation, and

- (ii) one other of which must be in response to a brief set by the Learner, following discussion with the Centre which is delivering the assessment,
- (b) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated,
- (c) minimise the predictability of such assessments,
- (d) facilitate the comparability of such assessments, and
- (e) assess assessment objective AO2 in its entirety.

An awarding organisation must not communicate the task that it has set for the Composition Assessment to Centres before 1 September in the academic year in which the assessment is to be taken.

An awarding organisation must ensure that each brief it sets for a Composition Assessment specifies the occasion or audience with reference to which the piece is to be composed.

An awarding organisation must ensure that, in respect of each piece of music composed by a Learner for the Composition Assessment, the Centre which delivered that assessment provides the awarding organisation with –

- (a) a complete recording of the piece, and
- (b) a score, lead sheet or written account of the composition, which has been produced by the Learner.

The Learner does not have to perform the piece of music which he or she has composed.

Marking of assessments

The requirements in this section apply to all GCE Qualifications in Music which an awarding organisation makes available or proposes to make available.

An awarding organisation must ensure that the evidence generated by each Learner in each assessment for a GCE Qualification in Music which it makes available is marked by that awarding organisation or a person connected to that awarding organisation.

An awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking of assessments which are not an Assessment by Examination (and to moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Assessment objectives

2.10 We have previously consulted on and announced our decisions on assessment objectives in new A levels and AS qualifications in music. These final assessment objectives are repeated below for completeness.

	Objective	Weighting (A level)	Weighting (AS)
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%

Guidance on assessment objectives

2.11 The draft guidance on assessment objectives explains how we expect awarding organisations to interpret the assessment objectives in terms of:

- the discrete ‘elements’ within each assessment objective that questions and tasks could target and/or seek to credit;
- 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.

2.12 In line with the obligations set out in draft Condition GCE(Music)1.2, awarding organisations must have regard to any guidance we publish on the assessment objectives. 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/or
- monitors the qualification to make sure it addresses all elements appropriately.

2.13 The draft guidance on assessment objectives is set out below.

AO1: Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context			25%–35% (A level) 30% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	<p>1a – Interpret musical ideas with technical and expressive control.</p> <p>1b – Interpret musical ideas with an understanding of style and context.</p>	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ At least 15% of the marks for AO1 should be allocated to element 1b. 	<ul style="list-style-type: none"> ■ In the context of this assessment objective: <ul style="list-style-type: none"> □ interpret musical ideas refers specifically to performance; □ technical control means accurate use of musical elements (as defined in paragraph 7 of ‘Music GCE AS and A level subject content’ , document reference DFE-00695-2014 (the ‘Content Document’)); □ expression and interpretation means communicating through the use of musical elements; □ style and context includes, but is not limited to, stylistic conventions and performance choice(s).

AO2: Create and develop musical ideas with technical and expressive control and coherence			25%–35% (A level) 30% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Create musical ideas with technical control.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ There should be a reasonable balance between each of the elements within the assessment objective. 	<ul style="list-style-type: none"> ■ In the context of this assessment objective: <ul style="list-style-type: none"> □ create means constructing music, with or without a unique starting point; □ develop means extending and manipulating one or more musical idea(s); □ technical control means making appropriate use of musical elements (as defined in paragraph 7 of the Content Document); □ expressive control means communicating through the use of musical elements; □ coherence means using and combining musical fluently so they make sense as a whole.
	1b – Create musical ideas with expressive control.		
	1c – Create musical ideas with coherence.		
	1d – Develop musical ideas with technical control.		
	1e – Develop musical ideas with expressive control.		
	1f – Develop musical ideas with coherence.		

AO3: Demonstrate and apply musical knowledge			10% (A level) 15% (AS)
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 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 music 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 marks for this AO should reward knowledge of musical elements. □ knowledge of musical contexts and musical language should be weighted broadly equally.

AO4: Use analytical and appraising skills to make evaluative and critical judgements about music			30% (A level) 25% (AS)
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 every assessment). 	<ul style="list-style-type: none"> Use analytical skills means applying knowledge of musical elements, musical contexts and musical language (as defined in paragraph 7 of the Content Document) in a musical context such as a score or a listening extract. It might involve the identification, description, comparison and/or explanation of musical elements, musical contexts and musical language. Use appraising skills means drawing on the outcomes of analysis, which could include, but is not limited to reaching conclusions, justifying opinions or making comparisons.

3. Equality analysis

Ofqual's role, objectives and duties

- 3.1 We are subject to the public sector equality duty. We have set out in Appendix B how this duty interacts with our statutory objectives and other duties.

Equality impact analysis relating to proposed changes to GCSEs, A levels and AS qualifications

- 3.2 We have considered the potential impact on students who share protected characteristics¹⁴ of the application of the principles and features that will apply to all new GCSEs, A levels and AS qualifications. Our equality impact analyses for our earlier consultations on GCSE,¹⁵ A level and AS qualification¹⁶ reform are therefore of interest and we encourage you to read them.
- 3.3 We have also previously considered the potential impact on students who share protected characteristics of the policy proposals we are implementing for GCSE, AS and A level music.¹⁷
- 3.4 We do not repeat here all of the evidence we have considered, as this can be found in our earlier reports. We focus instead on the specific raised by our proposed assessment arrangements for GCSE, AS and A level music.
- 3.5 During this consultation, we will continue to seek and consider evidence and feedback to our proposals that might help us identify any potential subject-specific impacts on students who share a protected characteristic.
- 3.6 Awarding organisations are required to consider the accessibility of their qualifications at the design stage and to remove any unjustifiable barriers.

¹⁴ For the purposes of the public sector equality duty, the protected characteristics are disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation, gender reassignment.

¹⁵ www.gov.uk/government/publications/gcse-reform-equality-analysis

¹⁶ www.gov.uk/government/publications/gce-as-and-a-levels-reformed-content

¹⁷

<http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/developing-new-qualifications-for-2016/4-equality-impact-analysis/assessment-arrangements/>

Assessment arrangements

- 3.7 We have not identified any additional negative impacts on students who share protected characteristics which would result from our proposed assessment arrangements in GCSE, AS and A level music.
- 3.8 Any issues concerning the proposed content will be considered by the Department of Education, who have published their own Equalities Impact Analysis on their subject content proposals.¹⁸

¹⁸ www.gov.uk/government/publications/a-level-subject-content-equality-impact-assessment

4. Responding to the consultation

Your details

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the following information section.

We will publish our evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please answer all questions marked with a star*

Name*

Position*

Organisation name (if applicable)*

Address

Email

Telephone

Would you like us to treat your response as confidential?*

If you answer yes, we will not include your details in any list of people or organisations that responded to the consultation.

Yes No

Is this a personal response or an official response on behalf of your organisation?*

Personal response (Please answer the question “If you ticked ‘Personal response’...”)

Official response (Please answer the question “If you ticked ‘Official response’...”)

If you ticked ‘Personal response’ which of the following are you?

Student

Parent or carer

Teacher (but responding in a personal capacity)

Other, including general public (Please state below)

If you ticked ‘Official response’, please respond accordingly:

Type of responding organisation*

Awarding organisation

Local authority

School or college (please answer the question below)

Academy chain

Private training provider

University or other higher education institution

Employer

Other representative or interest group (please answer the question below)

School or college type

- Comprehensive or non-selective academy
- State selective or selective academy
- Independent
- Special school
- Further education college
- Sixth form college
- Other (please state below)

Type of representative group or interest group

- Group of awarding organisations
- Union
- Employer or business representative group
- Subject association or learned society
- Equality organisation or group
- School, college or teacher representative group
- Other (please state below)

Nation*

- England
- Wales
- Northern Ireland
- Scotland
- Other EU country: _____
- Non-EU country: _____

How did you find out about this consultation?

Our newsletter or another one of our communications

Our website

Internet search

Other

May we contact you for further information?

Yes No

Questions

Question 1

Do you have any comments on the draft Conditions for new GCSE music?

Yes No

If yes, please provide them here:

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Question 2

Do you have any comments on the draft requirements in relation to assessments which are not Assessments by Examination for new GCSE music?

Yes No

If yes, please provide them here:

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Question 3

Do you have any comments on the draft Guidance on assessment objectives for new GCSE music?

Yes No

If yes, please provide them here:

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Question 4

Do you have any comments on the draft Conditions for new A level and AS music?

Yes No

If yes, please provide them here:

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Question 5

Do you have any comments on the draft requirements in relation to assessments which are not Assessments by Examination for new A level and AS music?

Yes No

If yes, please provide them here:

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Question 6

Do you have any comments on the draft Guidance on assessment objectives for new A level and AS music?

Yes No

If yes, please provide them here:

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Question 7

We have not identified any ways in which the proposed requirements for reformed GCSEs or GCEs in music would impact (positively or negatively) on persons who share a protected characteristic. Are there any potential impacts we have not identified? If so, what are they?

Yes No

If yes, please provide them here:

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Question 8

Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic? If so, please comment on the additional steps we could take to mitigate negative impacts.

Yes No

If yes, please provide them here:

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Question 9

Have you any other comments on the impacts of the proposals on persons who share a protected characteristic?

Yes

No

If yes, please provide them here:

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Appendix A: Regulatory tools

Comparability and innovation

Awarding organisations operate in a market. They can design and deliver their qualifications in different ways, within the parameters we set. This provides some choice to schools or colleges, which is one of the benefits of a qualifications market. Awarding organisations must, however, make sure that the levels of attainment indicated by their qualifications are comparable to those of other awarding organisations' versions of the qualifications. The awarding organisations cooperate in a range of ways to make sure that the standards of their respective qualifications are comparable. To make sure standards are maintained and comparability is secured, we review GCSE, A level and AS qualifications before they can be made available, by applying an accreditation requirement to the qualifications, and we oversee the awarding of GCSE, A level and AS qualifications.

We do not wish to close down opportunities for awarding organisations to design and deliver their qualifications in different ways. Indeed, we have a statutory duty to have regard to the desirability of facilitating innovation in connection with the provision of regulated qualifications and a statutory objective with regard to the efficiency with which the qualifications market works. If we adopt a regulatory approach in which all aspects of a qualification are very tightly defined, we could effectively remove scope for awarding organisations to distinguish their qualifications from others and stop choice for schools or colleges. On the other hand, if awarding organisations have too much scope to vary their approach their qualifications might not be comparable.

In striking a balance, we use a range of tools to regulate qualifications and the awarding organisations that provide them. The main regulatory tools we use for the qualifications in this consultation are explained below.

Conditions of Recognition

Awarding organisations must comply at all times with our Conditions of Recognition. These are the main regulatory rules that we use. We can take regulatory action against an awarding organisation that breaches or is likely to breach a Condition.

There are three sets of Conditions that will apply to new GCSEs:

- (i) the published *General Conditions of Recognition*¹⁹ that apply to all regulated qualifications;

¹⁹ www.gov.uk/government/publications/general-conditions-of-recognition

- (ii) GCSE (9 to 1) Qualification Level Conditions and Requirements²⁰ that apply to all new GCSEs;
- (iii) GCSE Subject Level Conditions that apply to a new GCSE in a specific subject – we are consulting now on draft GCSE Subject Level Conditions for music.

There are three sets of Conditions that will apply to new A level and AS qualifications:

- (i) the published *General Conditions of Recognition*²¹ that apply to all regulated qualifications;
- (ii) *GCE Qualification Level Conditions and Requirements*²² that apply to all new A level and AS qualifications;
- (iii) GCE Subject Level Conditions that apply to a new A level and AS qualifications in a specific subject – we are consulting now on draft GCE Subject Level Conditions for music.

Regulatory documents

In some Conditions we refer to published regulatory requirements. We publish these in regulatory documents. The Conditions require awarding organisations to comply with such documents.

We are proposing to introduce regulatory documents for GCSEs, A levels and AS qualifications in music covering the assessment requirements for the subject. The requirements will have effect as if they were part of a Condition. The requirements are in a stand-alone section of the Conditions document, simply because they are technical and detailed so they sit better as separate to, rather than within, the Condition itself.

Statutory guidance

We publish Guidance to help awarding organisations identify the types of behaviour or practices they could use to meet a Condition. Awarding organisations must have regard to such guidance, but they do not have to follow this Guidance in the same way that they must comply with the Conditions; they are free to meet the outcomes of the Conditions in their own ways. An awarding organisation that decides to take a

²⁰ www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

²¹ www.gov.uk/government/publications/general-conditions-of-recognition

²² www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements

different approach to that set out in Guidance must still be able to show that it is meeting the Condition or Conditions to which the Guidance relates.

We are consulting now on draft Guidance for GCSEs, A levels and AS qualifications in music.

Appendix B: Ofqual's role, objectives and duties

Our statutory objectives include the qualifications standards objective, which is to secure that the qualifications we regulate:

- (a) give a reliable indication of knowledge, skills and understanding; and
- (b) indicate:
 - (i) a consistent level of attainment (including over time) between comparable regulated qualifications; and
 - (ii) a consistent level of attainment (but not over time) between qualifications we regulate and comparable qualifications (including those awarded outside of the UK) that we do not regulate.

We must therefore regulate so that qualifications properly differentiate between students who have demonstrated that they have the knowledge, skills and understanding required to attain the qualification and those who have not.

We also have a duty under the Apprenticeship, Skills, Children and Learning Act 2009 to have regard to the reasonable requirements of relevant students, including those with special educational needs and disabilities, of employers and of the higher education sector, and to aspects of government policy when so directed by the Secretary of State.

As a public body, we are subject to the public sector equality duty.²³ This duty requires us to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

²³ Equality Act 2010, section 149.

The exam boards that design, deliver and award GCSE, A level and AS qualifications are required by the Equality Act, among other things, to make reasonable adjustments for disabled people taking their qualifications, except where we have specified that such adjustments should not be made.

When we decide whether such adjustments should not be made, we must have regard to:

- (a) the need to minimise the extent to which disabled persons are disadvantaged in attaining the qualification because of their disabilities;
- (b) the need to secure that the qualification gives a reliable indication of the knowledge, skills and understanding of a person upon whom it is conferred;
- (c) the need to maintain public confidence in the qualification.

Legislation therefore sets out a framework within which we must operate. We are subject to a number of duties and we must aim to achieve a number of objectives. These different duties and objectives can, from time to time, conflict with each other. For example, if we regulate to secure that a qualification gives a reliable indication of a student's knowledge, skills and understanding, a student who has not been able to demonstrate the required knowledge, skills and/or understanding will not be awarded the qualification. A person may find it more difficult, or impossible, to demonstrate the required knowledge, skills and/or understanding because they have a protected characteristic. This could put them at a disadvantage relative to others who have been awarded the qualification. It is not always possible for us to regulate so that we can both secure that qualifications give a reliable indication of knowledge, skills and understanding and advance equality between people who share a protected characteristic and those who do not. We must review all the available evidence and actively consider all the available options before coming to a final, rational decision.

Qualifications cannot be used to mitigate inequalities or unfairness in the education system or in society more widely than might affect, for example, students' preparedness to take the qualification and the assessments within it. While a wide range of factors can have an impact on a student's ability to achieve a particular mark in an assessment, our influence is limited to the way the qualification is designed and assessed.

We require the exam boards to design qualifications to give a reliable indication of the knowledge, skills and understanding of those on whom they are conferred. We also require the exam boards to avoid, where possible, features of a qualification that could, without justification, make a qualification more difficult for a student to achieve because they have a particular protected characteristic. We require exam boards to monitor whether any features of their qualifications have this effect.

In setting the overall framework within which exam boards will design, assess and award the reformed GCSE, A level and AS qualifications, we want to understand the possible impacts of the proposals on persons who share a protected characteristic.

The protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnerships;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

It should be noted that with respect to the public sector equality duty under section 149 of the 2010 Act, we are not required to have due regard to impacts on those who are married or in a civil partnership.

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