

GCE Subject Level Guidance for Music

March 2015

Ofqual/15/5636

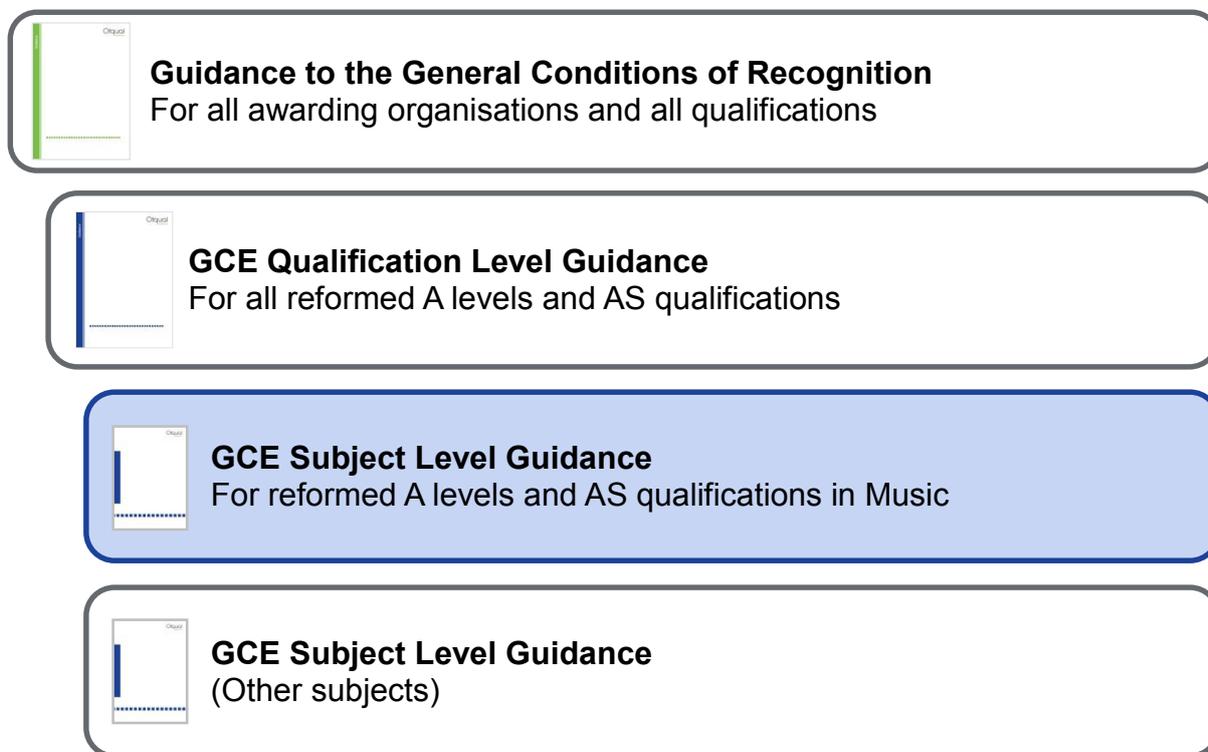


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Introduction

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



This document sets out guidance which applies to the following qualifications:

- all GCE A levels in Music awarded on or after 1 April 2018; and
- all stand-alone GCE AS qualifications in Music awarded on or after 1 April 2017.

This guidance supports the *GCE 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 GCE(Music)1.2.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance in relation to each GCE Qualification in Music that it makes available or proposes to make available. Condition GCE(Music)1.2 imposes the same obligation in respect of the guidance below which is issued under that Condition.

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

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

Guidance set out in this document

This document provides guidance on assessment objectives for GCE Qualifications in Music.

Guidance on assessment objectives for GCE Qualifications in Music

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

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

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

We set out below our guidance for the purposes of Condition GCE(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 GCE(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: 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	Interpretation and definitions
n/a	1a – Interpret musical ideas with technical and expressive control.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments² (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’³, 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).
	1b – Interpret musical ideas with an understanding of style and context.		

² For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCE 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/gce-as-and-a-level-music

AO2: Create and develop musical ideas with technical and expressive control and coherence.			25–35% (A level) 30% (AS)
Strands	Elements	Coverage	Interpretation 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). ■ 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 elements 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	Interpretation 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 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 assessment objective 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	Interpretation 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 and appraising 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. Make evaluative and critical judgements about music means drawing on the outcomes of analysis and appraisal, which could include, but is not limited to reaching conclusions, justifying opinions or making comparisons.

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