

GCSE (9-1)

# MUSIC

*Accredited Summary Brochure*



# REFORM – AN UPDATE

## *GCSE and A Levels Reform: An Update*

The first teaching of new A Levels and GCSEs began in September 2015. We have been accredited by Ofqual for all of our reformed qualifications for first teaching from September 2015. The first teaching for this accredited qualification is September 2016.

## *Background to The Reforms*

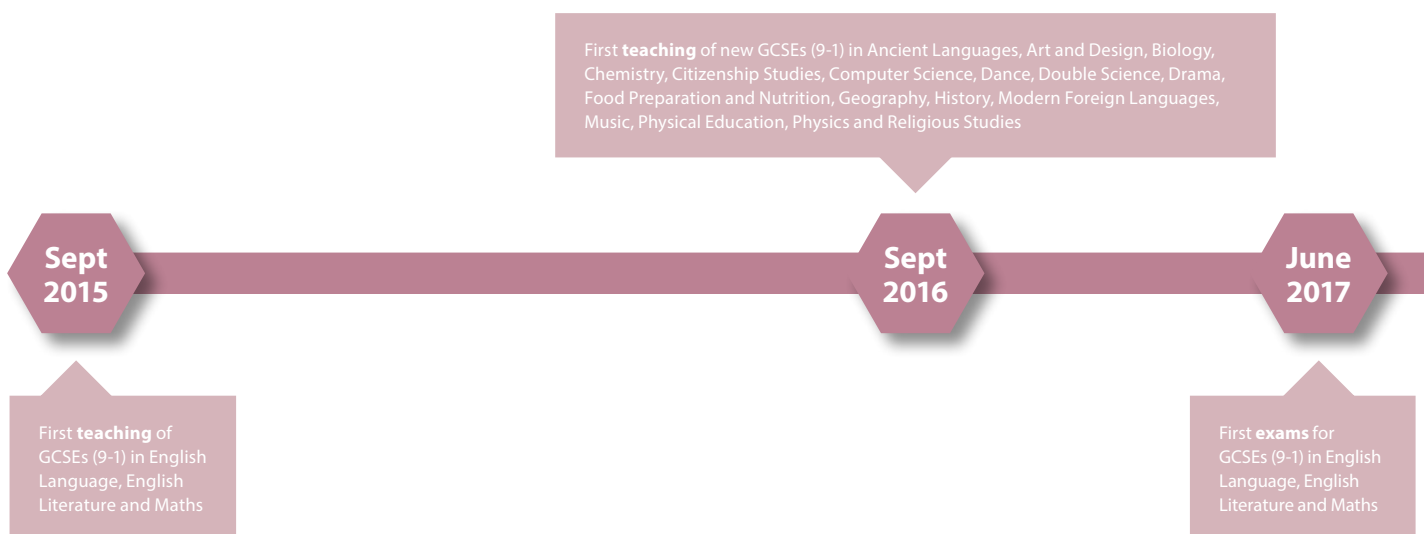
The former Secretary of State for Education, Michael Gove, initiated the reform of GCSEs and A Levels in February 2013, asking Ofqual to implement changes that would lead to new qualifications.

By reforming GCSEs and A Levels, the Department for Education (DfE) intends to:

- Make the qualifications more ambitious
- Better prepare young people for employment and further study
- Give everyone greater confidence in the integrity and reliability of the qualifications system.

The Government has stated that GCSEs will demand more from all students and that the purpose of taking A Levels is primarily for entry to university – changes are needed so students are better prepared to start their university course.

## *GCSE Timeline*



## Changes to Assessment

Key structural features of the new GCSEs:

- Linear GCSEs with assessment at the end of the two-year course in June
- Tiering in certain subjects only, such as Maths and Modern Foreign Languages
- Assessment predominantly by external exam only
- A new 9-1 grading system (9 = top level)
- Re-sit opportunities in November for Maths and English Language only.

School accountability and performance measures key headlines:

- Progress across a suite of 8 subjects (Progress 8)
- Attainment across 8 subjects (Attainment 8)
- The percentage of pupils achieving a C grade or better in English and maths
- The EBacc.

For more information refer to [ocr.org.uk/gcsereform](https://ocr.org.uk/gcsereform)

First **teaching** of GCSEs (9-1) in a range of further subjects (Ofqual is consulting on the principles for other subjects to be included as GCSEs)

**Sept  
2017**

First **exams** for GCSEs (9-1) in other subjects

**June  
2018**

**June  
2019**

First **exams** in GCSEs (9-1) in Ancient Languages, Art and Design, Biology, Chemistry, Citizenship Studies, Computer Science, Dance, Double Science, Drama, Food Preparation and Nutrition, Geography, History, Modern Foreign Languages, Music, Physical Education, Physics and Religious Studies

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# INTRODUCING MUSIC CHANGES – AT A GLANCE

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## *GCSE (9-1) Music*

The new GCSE (9-1) Music qualification provides a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – Performing, Composing and Appraising.

Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge.

Our GCSE (9-1) Music qualification is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions, and appeal to teachers and learners.

Our new specification offers a range of opportunities to study diverse and traditional fields, with an integrated approach, and create specifications that encourage learners to experiment in their own performing, composing and listening as well as develop interest and enthusiasm in all aspects of their musical heritage.

With an emphasis on musicality and practical music making, our specification is designed to encourage teachers to teach musically through integrating the skills of listening, performing and composing.



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# CONTENT OVERVIEW

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## *GCSE (9-1) Music*

We have carefully selected areas of study within which learners can develop both understanding of context and how musical elements are applied to different genres. The range of topics will allow for practical and musical teaching and allow for differentiation for all of the different musicians we find in our classrooms!

Component title	Component overview
<b>Integrated Portfolio</b>	<ul style="list-style-type: none"><li>• Performance on the learner's chosen instrument.</li><li>• Composition to a brief set by the learner.</li><li>• They will explore the skills and capabilities of their instrument and produce a performance to demonstrate their interpretation and technical control, and a composition written to a brief of their own to demonstrate their ability to develop musical ideas.</li><li>• This is an internally assessed, externally moderated component.</li></ul>
<b>Practical Component</b>	<ul style="list-style-type: none"><li>• Ensemble performance and composition to a board set brief. A selection of briefs will be released in the September of the year of certification linked to the Areas of Study.</li><li>• The ensemble performance can be on any instrument and any genre.</li><li>• This is an internally assessed, externally moderated component.</li></ul>
<b>Listening Exam</b>	<ul style="list-style-type: none"><li>• Listening, appraisal and notation skills assessed in an examination at the end of the course. This is externally assessed.</li></ul>

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<b>Area of Study 1</b>	My Music	<p>Learners should study their instrument, which can be any of the following:</p> <ul style="list-style-type: none"> <li>• any instrument</li> <li>• voice – this can include styles such as rapping or beatboxing</li> <li>• DJ-ing</li> <li>• sequencing – realisation using ICT.</li> </ul>
<b>Area of Study 2</b>	The Concerto Through Time	<p>Learners should study The Concerto and its development from 1650 to 1910 through:</p> <ul style="list-style-type: none"> <li>• the Baroque Solo Concerto</li> <li>• the Baroque Concerto Grosso</li> <li>• the Classical Concerto</li> <li>• the Romantic Concerto.</li> </ul>
<b>Area of Study 3</b>	Rhythms of the World	<p>Learners should study the traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> <li>• India and Punjab</li> <li>• Eastern Mediterranean and Middle East</li> <li>• Africa</li> <li>• Central and South America.</li> </ul>
<b>Area of Study 4</b>	Film Music	<p>Learners should study a range of music used for films including:</p> <ul style="list-style-type: none"> <li>• music that has been composed specifically for a film</li> <li>• music from the Western Classical tradition that has been used within a film</li> <li>• music that has been composed as a soundtrack for a video game.</li> </ul>
<b>Area of Study 5</b>	Conventions of Pop	<p>Learners should study a range of popular music from the 1950s to the present day, focussing on:</p> <ul style="list-style-type: none"> <li>• Rock 'n' Roll of the 1950s and 1960s</li> <li>• Rock Anthems of the 1970s and 1980s</li> <li>• Pop Ballads of the 1970s, 1980s and 1990s</li> <li>• Solo Artists from 1990 to the present day.</li> </ul>

# WHAT'S STAYING THE SAME, WHAT'S CHANGING?

## GCSE (9-1) Music

GCSE (9-1) Music enables students to develop and demonstrate their musicianship skills through performing, composing and appraising.

The new specification has been created to allow students to demonstrate their knowledge and understanding of the musical elements, musical contexts and musical language listed below, and allow students, where appropriate, to apply these to their own work when performing and composing.

	What's staying the same?	What's changing?
<b>Structure</b>	Linear option only.	All composition tasks to be non-exam assessment – therefore removal of the Creative Task.
<b>Content</b>	Study of a range of genres to integrate the skills of listening, performing and composing.	Five improved Areas of Study to facilitate knowledge and understanding of the musical elements and to develop musicianship skills through performing, composing and appraising.
<b>Assessment</b>	Performance and composition tasks to be internally assessed and externally moderated. (Non-examined assessment.)	Examined component now 40% of the qualification.

# ASSESSMENT OVERVIEW

## GCSE (9-1) Music

The assessment of GCSE (9-1) Music consists of three mandatory components. Performance and composition components will be assessed internally and externally moderated. Together these two components equally contribute to 60% of the qualification.

Listening and appraisal is a written exam which is externally assessed by OCR. The listening exam contributes 40% of the qualification.

		Marks	Duration	Weighting
<b>Component 1</b>	<b>Integrated Portfolio</b>	<b>60</b>	<b>Non-exam Assessment</b>	<b>30%</b>
	Performance on the learner's chosen instrument	30		15%
	Composition to a brief set by the learner	30	-	15%
<b>Component 2</b>	<b>Practical Component</b>	<b>60</b>	<b>Non-exam Assessment</b>	<b>30%</b>
	Ensemble Performance	30	-	15%
	Board Set Composition	30	-	15%
<b>Component 3</b>	<b>Listening and Appraising</b>	<b>80</b>	<b>1 hr 30 mins</b>	<b>40%</b>



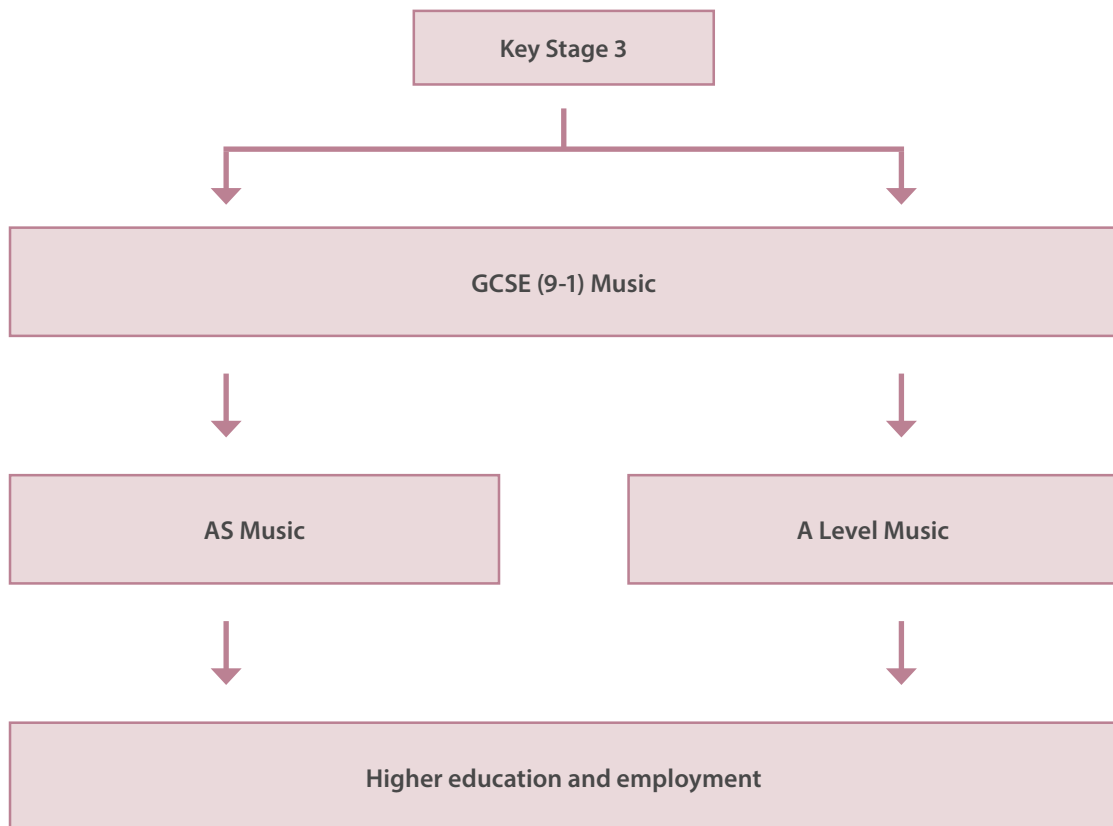
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# PROGRESSION PATHWAYS

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The reformed Music subject content has enabled us to design a Music GCSE which has a clear and coherent route to our reformed Music AS and A Level qualifications.

Integration of practical and appraisal skills prepare students well for further education and employment.



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# SPECIALIST ADVICE AND GUIDANCE

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Resources and support for our GCSE (9-1) Music qualification, developed through collaboration between our Music Subject Specialist, teachers and other subject experts, are available from our website.

## *Subject Specialist Support*

OCR Subject Specialists provide information and support to schools including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Subject Specialists work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. Subject Specialists are dedicated to working with developers to help produce specifications and the resources needed to support these qualifications during development, an essential part of which is working alongside teachers through the Teacher Advisory Groups to obtain genuine honest feedback.

You can contact our Music Subject Specialist for specialist advice, guidance and support.

Meet the team at [ocr.org.uk/musicteam](https://ocr.org.uk/musicteam)

## *Contact them at:*

**01223 553998**

[music@ocr.org.uk](mailto:music@ocr.org.uk)

[@OCR\\_PerformArts](#)

To stay up to date with all the relevant news about our qualifications, register for email updates at [ocr.org.uk/updates](https://ocr.org.uk/updates)

## *Music Community*

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of Music support materials.

To sign up, go to [social.ocr.org.uk](https://social.ocr.org.uk)



Marie Jones

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# RESOURCES

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Our aim is to help you at every stage of the introduction of a new specification and we're working hard to provide a practical package of support in close consultation with teachers and other experts.

For a start, we'll provide a range of high-quality creative resources. Tailored to the needs of each subject, their focus is on supporting creative teaching approaches and progression for all students. We see our resources as a body of knowledge that will grow throughout the lifetime of the specifications. They are built on the best practice we've identified from our ongoing discussions with the teaching community.

We are also developing exciting new digital tools to help you explore and interact with our resources. The Scheme of Work Builder will allow you to construct personalised schemes of work and you'll be able to add in the specification content, our wide range of resources and teaching suggestions, as well as add your own content and materials.

Please visit our website at [ocr.org.uk/reformresources](https://ocr.org.uk/reformresources) for details of the new tools we are developing and to take a look at the types of resources on offer.

## *Publisher Partner Resources*

We're working with a number of leading publishers who are publishing resources for the new GCSE, AS and A Level specifications for 2016. We're working together to make sure that the resources embed the fundamental content of each specification, while delivering the breadth and depth needed to succeed at GCSE, A Level and beyond.

You can find more details about all our publisher partners and all the resources they're providing on our website at [ocr.org.uk/publishing-partners](https://ocr.org.uk/publishing-partners)

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# FREE GCSE AND A LEVEL REFORM TRAINING EVENTS

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*An introduction to the new specifications*

We're running free training events throughout the next academic year to help you get to grips with the reformed qualifications for first teaching in September 2016.

*Practical events, created with you in mind*

These carefully planned free events are designed to help smooth the path to the first teaching of reformed qualifications and provide you with an understanding of:

- The new specification content, structure and assessment
- The differences between the existing and new specifications
- The resources and support available for qualifications.

They'll give you the opportunity to speak face to face with our team, and network and discuss teaching approaches with colleagues.

To receive more information about dates, and the wide range of locations as we release them, please register for A Level or GCSE reform email updates at [ocr.org.uk/updates](http://ocr.org.uk/updates)



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# ASSESSMENT PREPARATION AND ANALYSIS SERVICES

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We recognise that the introduction of a new specification can bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts so we can help you to make the changes.

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.

## Services and tools for GCSE (9-1) Music:



### Subject Specialist Support

Our Subject Specialists provide you with access to specifications, high-quality teaching resources and assessment materials available through [ocr.org.uk/gcsemusic](https://ocr.org.uk/gcsemusic)



### Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)



### Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research.

Download the guides at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides)

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# EXTENDED PROJECT QUALIFICATION (EPQ)

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## *Giving your students the edge*

Our **Extended Project Qualification (EPQ)** can provide your students with the skills that universities look for, to help them stand out from the crowd.

## *Four steps to success*



It's straightforward for your students to take our inspiring EPQ. They can enjoy the freedom of working in their own way as they undertake a project based either on a subject they're studying or in an area of personal interest.

With its skills-based assessed assignment, the qualification is ideal for helping students improve transferable skills such as planning, research, analysis and evaluation, and they can take it as part of either an academic or vocational curriculum. It's the equivalent of an AS Level and designed as a one-year course.

## *Three reasons to deliver the EPQ*

- It's worth up to 70 UCAS points
- There is real flexibility and ease of delivery – it can be taught by non-specialist staff and run over one or two years, and it has two entry points (January and June)
- Fewer guided learning hours than AS Level and requires fewer resources.

Find out more at [ocr.org.uk/extendedproject](https://ocr.org.uk/extendedproject)

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## Download high-quality, exciting and innovative GCSE (9-1) Music resources from [ocr.org.uk/gcsemusic](https://ocr.org.uk/gcsemusic)

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