

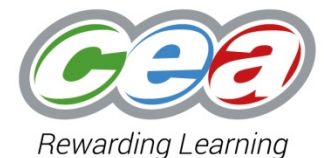
THE REVISION

Launch/Support Meeting(s)

Music

7th & 8th April 2016

Revising A levels, Shaping the future together



Agenda

- Introduction and welcome
- Presentation of new Specification and Specification Assessment Materials (SAMs)
- Update on Support

Regulatory Framework

General Conditions of Recognition

- CCEA will ensure that each qualification offered is fit for purpose by ensuring that it is:
 - Valid
 - Reliable
 - Comparable
 - Manageable and
 - Minimises Bias

Accreditation Process

- N Ireland GCE and GCSE Qualifications Criteria
- N Ireland GCE Design Principles
- Two-stage process
 - Stage 1: submission of qualification strategies for approval
 - Stage 2: submission of qualification materials for review and accreditation

Collaborative Approach

- **Desk top Research**
- **Writing Teams**
 - Teachers
 - Higher Education
- **Consultation**
 - Existing Specifications
 - Draft Specifications

Quality Assurance

- **Higher Education**
 - A Level Content Advisory Board (ALCAB) criteria
 - Higher Education Panel
 - Subject Advisory Team
- **Industry**
 - Industry Panel
 - Subject Advisory Team
- **Teachers**
 - Subject Advisory Team

Quality Assurance

- **Equality Panel**
 - Access for all
- **Final CCEA Quality Assurance panel**
 - Review of consultation comment logs
 - Review of comment logs associated with all QA panels

Only when CCEA Quality Assurance panel is satisfied that all issues raised have been appropriately addressed will the Specification and Sample Assessment material be submitted for accreditation

GCE Revision Timeline



Sept – Oct 2015

Accredited Specifications and SAMs online



From Jan 2016 on

Launch and delivery of support materials and events



Sept 2016

First **teaching** of new A Levels



May – June 2018

First exams for **new A Levels**



May – June 2017

First **new AS exams**

Music Specification at a Glance

Content	AS Weightings	A2 Weightings
Performing <i>Externally assessed</i>	32.5% of AS 13% of A Level	19.5% of A Level
Composing <i>Internally assessed</i>	32.5% of AS 13% of A level	19.5% of A Level
Responding to Music	35% of AS 14% of A Level	21% of A Level

AS/A2 1: Performing

Learning Outcomes:

Students should be able to:

- create a performance with technical control and accuracy;
- interpret and communicate the composer's intentions with an appropriate sense of style;
- comment perceptively on the music they perform; and
- reflect, analyse and evaluate their preparation for their performance.

AS/A2 1: Performing

AS 1:Performing	A2 1: Performing
<ul style="list-style-type: none">• Solo performance• 5-7 minutes• Minimum Grade 4: <i>credit given for performing at or above this standard</i>• Live accompaniment or backing track• Viva voce	<ul style="list-style-type: none">• Solo performance• 8-10 minutes• Minimum Grade 5: <i>credit given for performing at or above this standard</i>• Live accompaniment or backing track• Viva voce
<p>51 marks available for both units:</p> <ul style="list-style-type: none">• technical control and accuracy (17 marks)• expressive interpretation and sense of style and communication (17 marks)• level of demand (9 marks)• viva voce (8 marks) <p><i>Full criteria in Appendix 1 of the specification.</i></p>	

AS/A2 1: Performing

- Candidates must present a balanced and varied solo performance
- Candidates must engage in a meaningful viva voce focusing on:
 - their rationale for their choice of programme;
 - the title, composer and stylistic content of each piece performed;
 - technical challenges encountered in preparing their programme;
 - stylistic conventions and details of interpretative aspects of the pieces performed; and
 - details of recordings they have listened to and how these influenced their performance.

AS/A2 2: Composing

There are two options for this unit:

- **A: Composition task**

or

- **B: Composition with technology task**

Please note, units AS 2 and A2 2 are to be assessed **internally*

AS/A2 2: A: Composition task

Learning Outcomes:

Students should be able to:

- create, organise and develop ideas in line with their chosen brief;
- use harmony consistently and effectively;
- control and use appropriate instrumental resources to realise their chosen brief; and
- write a coherent and reflective commentary on their composition.

AS/A2 2: A: Composition task

AS 2: Composing task	A2 2: Composing task
<ul style="list-style-type: none">• One composition• 1 ½ - 2 ½ minutes• Submit an audio recording and written commentary (1000 words)	<ul style="list-style-type: none">• One composition• 2 - 3 minutes• Submit an audio recording and written commentary (1200 words)
<p>53 marks available for both units:</p> <ul style="list-style-type: none">• Creation, development and organisation of ideas (20 marks)• Use of resources (10 marks)• Harmonic handling (15 marks)• Written commentary (8 marks) <p><i>Full criteria in Appendix 2 of the specification.</i></p>	

AS/A2 2: A: Composition task

- Candidates chose their own brief, compositional style and resources
- Candidates must submit:
 - a recorded performance (live or sequenced)
 - a commentary outlining:
 - the context and style of composition;
 - the main melodic ideas and how they are developed;
 - their chosen resources and how they use them; and
 - the range of harmony, harmonic features and devices used.

AS/A2 2: B: Composition with technology task

Learning Outcomes:

Students should be able to:

- create, organise and develop ideas in line with their chosen brief;
- make consistent and effective use of harmony;
- control and use appropriate instrumental or music technology resources to realise their chosen brief;
- demonstrate effective use of music technology to capture, edit and produce a recording of their arrangement; and
- write a coherent and reflective commentary on their composition.

AS/A2 2: B: Composition with technology task

AS 2: Composing with tech task	AS 2: Composing with tech task
<ul style="list-style-type: none">• One arrangement based on a stimulus• 1 ½ - 2 ½ minutes• Sequencing and multitracking• Minimum four independent parts• Submit a rough mix, final mix and written commentary (1000 words)	<ul style="list-style-type: none">• One arrangement based on a stimulus• 2 - 3 minutes• Sequencing and multitracking• Minimum six independent parts• Submit a rough mix, final mix and written commentary (1200 words)

53 marks available for both units:

- Creation, development and organisation of ideas based on a stimulus **(15 marks)**
- Harmonic handling **(10 marks)**
- Use and control of technological resources **(20 marks)**
- Written commentary **(8 marks)**

Full criteria in Appendix 2 of the specification.

AS/A2 2: B: Composition with technology task

- Candidates create an arrangement based on their choice of stimulus from two provided. Each is a melody.
- Candidates use sequencing technology, multitrack recording technology or a combination of both to create their arrangement.

Candidates must submit:

- a rough mix and final mix on CD
- a commentary outlining:
 - their intentions, chosen style and working methods;
 - their use of harmony and development techniques;
 - their chosen resource and how they used them; and
 - the music technology processes undertaken to capture, edit and mix each of the tracks.

AS/A2 3: Responding to Music

Learning Outcomes:

Students should be able to:

- make critical and discerning judgements about music and its performance;
- comment perceptively on;
 - melody;
 - tonality and harmony;
 - metre, tempo and rhythm;
 - timbre and texture;
 - instrumental and vocal genres;
 - musical structure and established forms.

AS/A2 3: Responding to Music

Learning Outcomes:

Students should be able to:

- Demonstrate knowledge and understanding of:
 - Music for Orchestra, 1700 – 1900
 - Sacred Vocal Music (Anthems)
 - Secular Vocal Music (Musicals)
 - Music for Orchestra in the Twentieth Century
 - Sacred Vocal Music (Mass / Requiem Mass)
 - Secular Vocal Music, 1600 - present day

AS/A2 3: Responding to Music

AS 3: Responding to Music	A2 3: Responding to Music
<ul style="list-style-type: none">• Test of aural perception (1 hour, 70 marks)• Written examination (2 hours, 70 marks) <p>3 Areas of Study</p> <ul style="list-style-type: none">• Music for Orchestra, 1700 – 1900• Sacred Vocal Music (Anthems)• Secular Vocal Music (Musicals) <p><i>Set works can be found in the relevant subject content.</i></p>	<ul style="list-style-type: none">• Test of aural perception (1 hour 15 mins, 70 marks)• Written examination (2 hours, 70 marks) <p>3 Areas of Study</p> <ul style="list-style-type: none">• Music for Orchestra, 20th Century• Sacred Vocal Music (Mass/Requiem Mass)• Secular Vocal Music, 1600 – present <p><i>Set works can be found in the relevant subject content.</i></p>

AS 3: Test of Aural Perception

- One examination lasting **1 hour**
- Marked out of **70 marks**
- Based on familiar and unfamiliar music
 - 3 questions on set works
 - 2 questions based on unfamiliar music from 1700 – present day

AS 3: Written Examination

- One examination lasting **2 hours**
- Marked out of **70 marks**
- **Question 1 (20 marks):** *short answer questions on a printed score extract from AoS 1*
- **Question 2 (20 marks):** *short answer questions on an unfamiliar score extract*
- **Questions 3 & 4 (15 marks each):** *extended writing, one from AoS 2 and one from AoS 3*

A2 3: Test of Aural Perception

- One examination lasting **1 hour 15 mins**
- Marked out of **70 marks**
- Based on familiar and unfamiliar music:
 - 3 questions on set works
 - 2 questions based on unfamiliar music from 1450 – present day
 - 1 contextual question on unfamiliar music from AoS 1 or AoS 2

A2 3: Written Examination

- One examination lasting **2 hours**
- Marked out of **70 marks**
- **Question 1 (20 marks):** *short answer questions on a printed score extract from AoS 1*
- **Question 2 (20 marks):** *short answer questions on an unfamiliar score extract*
- **Questions 3 & 4 (15 marks each):** *extended writing, one from AoS 2 and one from AoS 3*

Support

- Specimen Assessment Materials
- Set work analysis
- eBook student guide
- Schemes of Work
- Agreement Trials
- Portfolio Clinics
- Student Snapshot
- Centre visits

Contact

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Specification, sample assessment and support materials available on the subject microsite at www.ccea.org.uk

Why choose CCEA?

- **We support Learners** - CCEA puts the learner at the centre of everything we do. We think about what learners need for life and work and then build solutions to meet those needs. We do this for the entire curriculum – from Foundation and Early Years to A level and beyond.
- **We are Local** - CCEA is Northern Ireland's awarding body. We understand local needs and we are focused on providing services and products for learners in Northern Ireland. This also means we're near you, should you need help or support.
- **We are Listening** - CCEA listens to those who use its products and services; this means listening to teachers, employers and learners, and taking action to ensure better outcomes for learners. This approach ensures that we develop relevant, high quality and innovative specifications and support.

Working with CCEA

The benefits:

- teacher cover provided
- first-hand experience of how the examining system works
- user insight to the standards required for the assessment
- opportunity to examine assessments across a range of abilities
- improved learning and teaching outcomes
- opportunity to network with other professionals
- enhances the professional development of teachers