

Eduqas GCSE Music – Component 1

Performing guidance for students



Understand the genre

Component 1: Performing

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble.

One of the pieces performed must link to an area of study of the learner's choice.

Plan early on what music you are going to play. Although you don't have to have any grades to GCSE Music, it is good to know that the standard to be able to access a full boundary is grade 3, but, you can play harder or easier music on the course as well.

Time the pieces that you are going to play, do they hit the minimum 4 minute mark.

One piece must be linked to an Area of Study:

- Area of Study 1: Musical Forms and Devices
- Area of Study 2: Music for Ensemble
- Area of Study 3: Film Music
- Area of Study 4: Popular Music

Examples of performances linked to an area of study are noted below.

1. Musical Forms and Devices

- A performance of a piece composed either during the Baroque, Classical or Romantic eras
- A performance of a piece written in either binary, ternary, rondo, variation or strophic forms

A performance of a piece of music which makes a feature of a compositional device

2. Music for Ensemble

- A performance of a piece of ensemble music in either the chamber music tradition, or musical theatre tradition or the jazz and blues tradition

3. Film Music

- A performance of a piece of music used in a film or composed specifically for a film

4. Popular Music

- A performance of any genre of popular music

If possible, I do recommend that you take/carry on with lessons with a tutor on your instrument.

If this is not possible, please do see the teacher to discuss how you can be supported better on this element of the course.

Ensemble Performance

Please note that the repertoire for and ensemble performance, aka group performance, must allow the candidate to perform in a role other than as a soloist accompanied by others, where there is interaction between the parts.

This is a very important indicator as to the suitability of the piece chosen for a candidate's ensemble.

The interaction in the ensemble piece will display musical communication, separate musical parts responding to each other and working together, the dialogue and agreement between the separate musical lines.

. Some examples are given below:

- A flute and piano piece, though written for two performers, would be classed as a solo and accompaniment. However, this would be acceptable as an ensemble piece if the accompanist was the candidate, as accompanying is a challenging ensemble skill.
- If the music is presented as a solo performance with accompaniment, with no interaction of parts, then the piece is not considered to be an appropriate ensemble. A single instrument, or singer, may be accompanied by a piano, pop group, backing track or even an orchestra – but only the actual content will determine whether the candidate is interacting as an equal member of a group or performing as a solo with accompaniment.

Eduqas GCSE Music – Component 2

Composition guidance for students



Component 2: Composing

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

Two compositions, **one** of which must be in response to a **brief set by WJEC**. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition is a free composition for which learners set their **own brief**.

The exam board are not looking to have you do something new, you are looking to showcase your knowledge and understanding of genres of music and how it develops.

So, to be successful, listen to music from the genre you are trying to compose in.

Identify key features in the music and then put them into your music.

You will be assessed on:

- Creativity and **development** of musical ideas.
- Technical control of musical elements and resources.
- Structure and stylistic coherence.

You need to develop all elements but especially harmony, melody, rhythm and tempo, where appropriate.

You need to make sure that you are using the elements in a way that is appropriate to the style/genre.

You need to make sure that your structure is true to the coherence and expectations of the genre.

Make a plan when composing.

Listen to music and analyse what is happening.

You can use music that you have performed for advice, if appropriate in style.

Play the music you compose, don't just rely on a computer.
Play it, does it work.

Lean to your specialisms when composing. If you are a singer, write for voice, if a pianist, then for piano. Play to your strengths.

Eduqas GCSE Music – Component 3

Exam guidance for students



Component 3: Appraising

Written examination: 1 hour 15 minutes (approximately)
40% of qualification

This component is assessed via a listening examination.

Eight questions in total, **two** on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on extracts set by WJEC.

This part of the presentation has accompanying audio. If you cannot hear anything, please check your speakers or headphones are connected and working properly. Take home text can be read in the notes of each slide.



Achieve your best

Understand:

- Structure of the exam
- Focus of questions
- Types of questions

Avoid common errors



During this presentation you will need to refer to Appendix C of the specification – the list of musical terms.

Don't look at it yet, just have it within reach!



Listening and appraising

40%

8 questions

Set works – Q1 and Q7



MUSIC – Component 3

Appraising

1 hour 15 minutes approximately

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	12	
2.	12	
3.	12	
4.	12	
5.	12	
6.	12	
7.	12	
8.	12	
Total	96	



INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen. Do not use correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answers to **all** questions, including rough work, should be made in the spaces provided in the answer booklet.

Answers in music notation may be written in pencil or ink.

INFORMATION FOR CANDIDATES

The appraising examination consists of **8** questions on the areas of study.

Full instructions are included on the CDs which will be played to you.

The maximum mark for this paper is **96**.

The allocation of marks is given at the end of each question or part-question.

At the end of the examination this answer booklet must be handed to the invigilator.



Questions 1 and 7 will always be on the set works.

You can answer many of these questions without actually hearing the extract.

Use the first silence well.

Scan questions – underline keywords

Start as soon as you are ready.



Elements

Language

Context



Many questions will focus on a specific element of music. Here are some examples:

Underline the musical **texture** used throughout the extract. [1]

Monophonic

Homophonic

Polyphonic

Describe how the following musical elements are used in this extract.

(i) **Tonality and Harmony** [2]

(ii) **Texture and Instrumentation** (do not simply list instruments) [2]



Describe how the following musical elements are used in this extract.

(ii) Texture and **Instrumentation** (do not simply list instruments) [2]

violins, piano and flute 

Violins play the melody while the flutes play a descant line

The strings play a homophonic chordal line while the clarinet plays a melody

Bass line in trombones



How to prepare:

- Practise regularly
- Any piece of music
- Use the terms correctly
- Locate answers



Short answer questions which require understanding of specific terms. For example:

What does *Allegretto* mean? [1]

Longer answer questions:

Explain how this music is appropriate for a **chase scene** in a film. [10]

In your answer refer to:

- musical elements
- the purpose and intention of the music.



AO4	
<i>Use appraising skills to make evaluative and critical judgements about music</i>	
Mark	Criteria
9-10	<ul style="list-style-type: none"> • <i>A perceptive answer which gives a detailed explanation of the musical features including critical judgements about how the content is appropriate and effective in portraying the action</i> • <i>There is accurate use of specialist vocabulary in the response</i>
7-8	<ul style="list-style-type: none"> • <i>A generally secure answer which gives a competent account of the musical features, including general judgements about how the content is appropriate and effective in portraying the action</i> • <i>There is generally accurate use of specialist vocabulary in the response</i>
5-6	<ul style="list-style-type: none"> • <i>An inconsistent answer, with some identification of the musical features, offering some judgements about how the content is appropriate in portraying the action</i> • <i>There is some accurate use of specialist vocabulary in the response</i>
3-4	<ul style="list-style-type: none"> • <i>A limited answer with elementary detail of the musical features, including relevant judgements about how the content portrays the action.</i> • <i>There is limited accurate use of specialist vocabulary in the response</i>
1-2	<ul style="list-style-type: none"> • <i>A very limited answer, with little or no detail of the musical features and insufficient judgements about how the content is appropriate in portraying the action</i> • <i>There is little or no accurate use of specialist vocabulary in the response</i>
0	<ul style="list-style-type: none"> • <i>No information offered of value</i>



Reading and writing notation:

- Up to 4 sharps / flats in the key signature
- Major and minor keys
- Simple and compound time
- Chord symbols eg G7, V

Questions could include

- Multiple choice identification of correct pitch/rhythm
- Understanding score symbols

The dictation question

- Pitch OR rhythm – never both
- Treble or bass clef
- Simple time
- Each note marked separately



When? Where? Who? Why? How?

For example,

State the **year** in which this piece was composed.

[1]



Longer answer:

Explain how this music is appropriate for a **chase scene in a film**.

[10]

In your answer refer to:

- musical elements
- the purpose and intention of the music.

Practice:

- Film music
- Programme music
- Ballet
- Opera
- Musical theatre
- Songs with lyrics



Elements of music – for example:

- the form/ structure
- the key (tonality)
- how melody is used
- how harmony is used – important chord sequences and cadences
- any interesting features of rhythm
- texture
- how dynamics are used

Language

- The score
- Appendix C
- any other relevant terms

Context – when, where, why, who etc...



General

- Answer the question
- Answer every question
- Multiple choice – one answer unless stated in question
- Use correct terminology
- No QWC marks



Comparison questions

Describe 4 differences between the two extracts

Extract 1	Extract 2
1.....
2.....
3.....
4.....

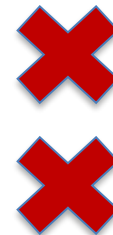


Comparison questions

Describe 4 differences between the two extracts

[4]

Extract 1	Extract 2
1. Fast throughout	Gets slower
2. Loud	Polyphonic texture
3. Monophonic texture	Quiet
4. Woodwind only	Woodwind and strings



Locating answers

- If there is a score provided use bar numbers eg, in bar 23
- In a set work refer to the sections eg in Verse 2
- If there are lyrics refer to these eg on the word “You” or in line 4
- In an unfamiliar piece – at the beginning, in the middle, near the end, when the violins start to play, when the singer stops



For all questions

- Listen as if it's the first time – concentrate
- Give only required answers
- Make answers clear
- No blanks



Top tips to help you hit the mark

Ensure you know all of your terminology from Appendix C, if it isn't there, you won't be asked it. Be able to associate what musical element it relates too, as well as be able to identify it aurally within music.

Pick out the specific element that you need to focus on in the question.

Know your genres/time periods and their key stylistic features.

When in doubt on a term, use generic words to describe what you hear in the music.

Don't overthink the terms, usually there are simple answers that get marks in every question.

Top tips to help you hit the mark

Read examiner reports and learn from other's mistakes.

Take time to analyse where you are going wrong in your exam.

Read through mark schemes to understand how to answer certain types of questions.

Make sure that you are actively listening to music, not passively.

Listen to your set works with the annotated scored in front of you.

Practice, practice, practice.

If there is any lasting guidance, I could give you it would be to plan and prepare.

If you leave it to the last minute, you will be able to tell in your work, especially your coursework.

There are many transferable skills in this course for any industry, as long as you actively engage.