

Thomas Keble School Subject Revision Information

Subject: Music

Exam board: WJEC Eduqas

Assessment summary:

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.

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.

Component 3: Appraising

Written examination: 1 hour 15 minutes

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: Eine Kleine Nachtmusik, Movement 3, Minuet by Wolfgang Amadeus Mozart and Since You've Been Gone by Rainbow

Past Papers and Mark Schemes:

Component 3 - There are no past papers for this exam, but details about the course can be found here: <http://www.eduqas.co.uk/qualifications/music/gcse/>

Useful Revision Websites:

<http://www.eduqas.co.uk/qualifications/music/gcse/>

<https://www.bbc.co.uk/education/subjects/zpf3cdm>

www.musictheory.net – Music Theory Revision

<https://www.youtube.com/watch?v=1P17ct4e5OE> – Eine Kleine Nachtmusik, Movement 3, Minuet.

https://www.youtube.com/watch?v=_al2Jbprp2w – Since you've been gone

<http://www.abrsm.org/resources/theseMusicExams0607.pdf> - Accredited graded pieces

<http://www.rockschool.co.uk/> - Accredited graded pieces

<http://www.abrsm.org/?page=students/advice/practiceTips.html> - Tips on how to practice.

Revision apps:

- Theory Lessons from musictheory.net
- ABRSM Apps found at: <https://us.abrsm.org/en/exam-support/apps-and-practice-tools/>
- Garageband – IOS only
- Ear Trainer

Recommended revision guides:

http://www.illuminatepublishing.com/index.php?main_page=product_info&products_id=109 – Top Recommendation

<http://www.rhinegoldeducation.co.uk/product/wjeceduqas-gcse-music-revision-guide/>

Other useful information:

Areas covered in Component 3 Listening and Appraising:

Area of study 1: Musical Forms and Devices

Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Learners are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.

Area of study 2: Music for Ensemble

Music for ensemble forms the basis for a study of texture and sonority. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is composed for small groups of instruments and voices. Learners will also consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Learners are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience.

3: Film Music

The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular songwriting. Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.

Area of study 4: Popular Music

Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.