



A LEVEL MUSIC

Edexcel Qualification

# Course Overview

Performance	Composition	Appraising
30% weighting	30% weighting	40% weighting
Coursework (externally assessed)	Coursework (externally assessed)	Examination (externally assessed)

# Unit 1 – Performance – 30%

## Unit 1: Performing – 60 marks (30%)

Internally assessed (externally assessed)

A recital.

Solo, ensemble or a mix.

Minimum of 8 minutes.

# Unit 1 – Performance – 30%

A  
level

## Unit 1: Performing – 60 marks (30%) Assessment grids

Internally assessed (externally assessed)

Marked using three assessment criteria grids (and difficulty) to give a mark out of 60.

**Grid 1: Technical control –Technique** assesses the students' technical control of the instrument.

**Grid 2: Technical control (Accuracy) and Expressive control (Fluency)** assesses the students' ability to use technical control to play the pieces accurately, and their ability to use expressive control to play the pieces fluently.

**Grid 3: Expressive control, style and context** assesses the students' ability to communicate through the use of musical elements and interpret ideas with expressive control and an understanding of style and context.

Grade 6 is less difficult (max 48), **Grade 7 is standard**, Grade 8 is more difficult (upscaled)

# Unit 2 – Composition – 30%

## Unit 2: Composition – 60 marks (30%)

Internally assessed (externally assessed)

### **One composition and one compositional technical exercise.**

One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least 4 minutes in duration.

One composition technical exercise must be from a list of briefs assessing compositional technique, carrying 20 marks for this component  
(Bach chorale, 2 part counterpoint, arrangement or dance remix)

# Unit 3 – Examination – 40%

A  
level

## Unit 3: Examination – 100 marks (40%)

Externally assessed

One written paper of 2 hours and 10 minutes, with a total of 100 marks.

One audio CD with the extracts to accompany questions on the paper will be provided **per student**.

**This paper comprises two sections: A and B.**

**Section A: Areas of study and dictation (50 marks)**

Three questions related to the set works (audio and skeleton score provided).

One short melody/rhythm completion exercise.

**Section B: Extended response**

Two essay questions – essay one (20 marks) and essay two (30 marks)

*Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.*

*Essay two gives a choice of four questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.*

# Unit 3

## Set Works

AoS	Set Works	AoS	Set Works
Vocal	J. S. Bach, Cantata, Ein feste Burg	Pop/Jazz	Courtney Pine, Back in the Day
Vocal	Vaughan Williams, On Wenlock Edge	Pop/Jazz	Kate Bush, Hounds of Love
Instrumental	Clara Schumann, Piano Trio in G minor	Pop/Jazz	Beatles, Revolver
Instrumental	Berlioz, Symphonie Fantastique	Fusions	Debussy, 'Estampes'
Film	Danny Elfman, Batman Returns	Fusions	Anoushka Shankar, Breathing Under Water
Film	Bernard Herrmann, Psycho	New Directions	Kaija Saariaho, Petals
		New Directions	Stravinsky, The Rite of Spring

# Reasons to take A Level Music

- A fun, practical subject that helps broaden your musical horizons.
- Opportunities to experience many different genres and styles of music from the whole of music history.
- Building skills of Performance and Composition
- Many, many groups and ensembles to join at Ecclesbourne, with plenty of performance opportunities
- Help and support from many experienced staff and instrumental teachers
- Any questions, email: [cknapp@ecclesbourne.derbyshire.sch.uk](mailto:cknapp@ecclesbourne.derbyshire.sch.uk)