

Go to www.ccea.org.uk/therevision to download the most up-to-date version of the **Music Specification**

Supporting You

Support will initially be provided via the Music microsite at www.ccea.org.uk and will include the following:

- specimen assessment materials;
- teacher guidance including analyses of set works;
- schemes of work;
- a resource list; and
- exemplification of standards.

Additional support may also be made available by the following means:

- support days for teachers;
- centre visits;
- past papers and mark schemes; and
- Chief Examiner's reports.

Contact Us

If you have a query or require advice or guidance, please contact:

Subject Officer with overall responsibility for this specification

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3 good reasons to choose CCEA for your A level and GCSE provision



We support Learners

CCEA places the learner at the centre of everything we do across the entire curriculum.



We are Local

CCEA is Northern Ireland's awarding body – we understand local needs for local learners.



We are Listening

CCEA listens to its customers to ensure better outcomes for learners through developing relevant, high quality and innovative specifications.



CCEA'S REVISED GCE

Music

Specification Snapshot



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THE REVISION

For first teaching from September 2016

For first award of AS level in summer 2017

For first award of A level in summer 2018

Music

Specification Snapshot



Overview

The new GCE specification in music builds upon skills which pupils will normally (but not necessarily) have acquired at GCSE level. Through a course which is both interesting and challenging, they will gain a qualification that equips them for further study in music, music technology or the arts in general. In addition to the purely academic aspect of the subject, this specification aims to promote the enjoyment which comes from participation in all aspects of music.



Specification Summary

The specification comprises three units at AS level and three at A2 level which incorporate the three fundamental musical activities as follows: performing (Unit 1); composing (Unit 2); and responding to music (Unit 3).

These skills are assessed (in the summer examination period only) by way of a solo performance and viva voce (Unit 1); through the submission of a composition task (Unit 2); and in two external examinations (Unit 3).



Benefits to Students

The students who take music at AS or A2 level come from a variety of backgrounds and are committed to the subject. Many may be considering music as an option in third level education or to complement their other GCE choices.

Most will be experienced performers and the specification provides them with an opportunity to develop this talent while broadening their understanding of compositional techniques and the evolution of a variety of musical styles.

The study of music to this standard promotes organisational skills, self-discipline and self-confidence.

Content	Content Summary	Assessment	Weightings
AS 1:	A solo performance at a level equivalent to at least Grade 4 standard of 5 to 7 minutes duration and a viva voce	Assessed by Visiting Examiner	32.5% of AS 13% of A level
AS 2:	A composition task (option A) or composition with music technology task (option B) of 1½ to 2½ minutes duration accompanied by a written commentary of no more than 1000 words	Internally assessed Externally moderated	32.5% of AS 13% of A level
AS 3:	Three compulsory areas of study, each containing four set works: Music for Orchestra 1700–1900; Sacred Vocal Music (anthems) and Secular Vocal Music (musicals)	A 1 hour test of aural perception and a 2 hour written examination	35% of AS 14% of A level
A2 1:	A solo performance at a level equivalent to at least Grade 5 standard of 8 to 10 minutes duration and a viva voce	Assessed by Visiting Examiner	19.5% of A level
A2 2:	A composition task (option A) or composition with music technology task (option B) of 2 to 3 minutes duration accompanied by a written commentary of no more than 1200 words	Internally assessed Externally moderated	19.5% of A level
A2 3:	Three compulsory areas of study each containing four set works: Music for Orchestra in the Twentieth Century; Sacred Vocal Music (mass/requiem mass) and Secular Vocal Music (1600 to the present day)	A 1¼ hour test of aural perception and a 2 hour written examination	21% of A level

Why Teach Music?

Creative industries are a rapidly growing area of the economy and Music forms a huge part of this. Northern Ireland and the UK continue to produce world-renowned music artists and composers within all genres of the art form.

The study of music develops many transferable skills, for example, creative thinking, effective communication, forward planning, time management and working collaboratively. Studying music has strong links with improving numeracy and literacy through harmony, composition and music analysis.

Studying music is enjoyable! For those who love to perform individually or as part of a larger group, for those who love to create their own music and for those who love listening to music, GCSE and A level represent a very engaging pathway to follow.