



FORT PITT
GRAMMAR SCHOOL

GCSE REVISION EVENING

Music

Mrs C King

A **Beyond** ACADEMY
SCHOOLS TRUST

GCSE MUSIC

- Key exam information
- Exam content information
- Revision resources
- Subject specific revision and exam technique
- Top tips for parents
- Top tips for students



Key Exam Dates

- Component 1 – Performance: Solo and Ensemble to be completed by Wednesday 30th April
- Component 2 - Composition 1 Controlled Assessment Day – Wednesday 12th February
- Composition 2 Controlled Assessment Day – Friday 28th March
- Component 3 – Appraising Exam Monday 16th June

Exam Board

Pearson Edexcel GCSE Music (1MU0)

Component 1: Performing (*Paper code: 1MU0/01)

Non-examined assessment: internally marked and externally moderated
30% of the qualification
60 marks

Content overview

- Solo performing
- Ensemble performing
- Approaches to performing

Assessment overview

- Students perform for at least four minutes' combined duration
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Each performance will be out of 30 marks.
- Internally marked and externally moderated.

Exam Board

Pearson Edexcel GCSE Music (1MU0)

Component 2: Composing (*Paper code: 1MU0/02)

Non-examined assessment: internally marked and externally moderated
30% of the qualification
60 marks

Content overview

- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment overview

- Students compose two compositions, of at least three minutes' combined duration
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.
- Each composition will be out of 30 marks.
- Internally marked and externally moderated.

Component 3: Appraising (*Paper code: 1MU0/03)

Written examination: 1 hour and 45 minutes
40% of the qualification
80 marks

Content overview

- Musical elements, musical contexts and musical language.

Areas of study:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.

Assessment overview

The paper is made up of two sections and is out of a total of 80 marks.

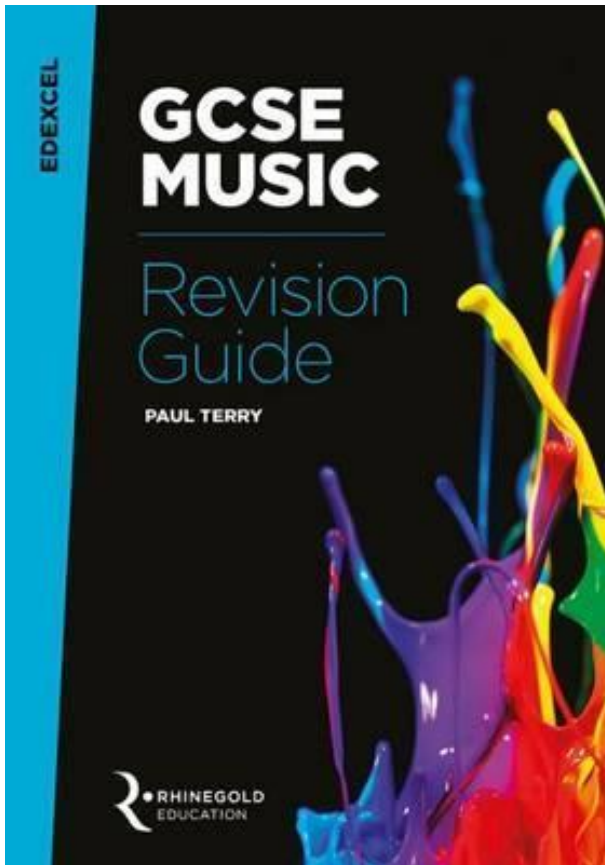
Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.
- Audio files with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

Revision Resources



Music-specific Revision Techniques

- LISTEN to the set works – both with and without your anthology – in small sections. Can you HEAR all the key features?
- Revise key facts from the exam board set work summary booklets
- Know your key words to analyse or describe the ELEMENTS OF MUSIC
- Apply these key words accurately e.g. a rhythm cannot be conjunct, but a melody can
- Use the ‘List of Question Types’ sheet – could you answer each of these for each set work?

Music-specific Revision Techniques

- Know the Year / Genre / Period / Key / Metre / Structure of each piece
- Practise interval recognition and rhythm dictation – these will always be based on main melodic themes of each set work
- Practise instrument and cadence recognition
- Listen to ANY MUSIC (loosely relating to the set works) and test yourself on the basics - major or minor? metre? instruments? style? period? key compositional devices?

Music-specific Exam Techniques

- Always check how many marks are awarded for each question
- Read all the questions carefully - how many playings? In this extract or in this piece?
- Asked to make 2 or 3 points? Write answers on separate lines
- Plan your time – 3 playings? Which questions are you going to answer on each playing? Can you answer any factual questions before the music starts?
- Keep the exam paper open wide – have you seen all parts of the questions?
- Answer the actual question! Don't waffle about the piece in general
- Use your ears! Train your ears! Revise 'little and often'

Music-specific Exam Essay

Tips

- Make an essay plan on the exam paper – it can contribute to the marks you achieve
- Listen to each piece once – annotate the skeleton score you are given to help you
- Keep re-reading the question so you don't stray from it
- Start writing as soon as you feel able – time is tight
- You know the set works well enough to write whilst listening but for the unfamiliar music focus on the score and listen / make notes before adding to your essay answer
- Quote examples to support your point – “There are many sequences in the melody e.g. Violin 1 bars 14-17”

Music-specific Exam Essay Tips

- Use Italian terms where you can
- Write one paragraph on the set work you are familiar with, write one paragraph on the unfamiliar piece and then a third paragraph comparing them
- When comparing both pieces state similarities as well as differences
- Credit is given if you refer to a different relevant piece you know
- Draw regular conclusions – why did the composer do that?
What is the purpose or effect?

As a parent how can I help?

- Listen to the set works with your child – ask the key question = what can you hear?
- Ensure your child has somewhere quiet to listen to the music
- Help learn key terms – but in categories so key terms can be applied accurately
- Encourage listening revision ‘little and often’ – aural analysis is a skill which develops over time, you can’t cram it
- Help with organisation and positive thinking!