

<b>Subject:</b>	<b>GCSE MUSIC</b>
<b>Examination Board:</b>	<b>Edexcel</b>
<b>Syllabus:</b>	<b>Music</b>

**Topics covered:**

<b>Component</b>	<b>Requirements</b>
Paper 1: <i>Performing</i>	<p>Students perform for at least four minutes' combined duration.</p> <ul style="list-style-type: none"> <li>• Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces.</li> <li>• Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces.</li> <li>• Each performance will be out of 30 marks.</li> <li>• Internally marked and externally moderated.</li> </ul>
Paper 2: <i>Composing</i>	<p>Students compose <b>two</b> compositions, of at least three minutes' combined duration.</p> <ul style="list-style-type: none"> <li>• One composition to a brief set by Edexcel, of at least one minute in duration.</li> <li>• One free composition set by the student, of at least one minute in duration.</li> <li>• Each composition will be out of 30 marks.</li> <li>• Internally marked and externally moderated.</li> </ul>
Paper 3: <i>Listening and Appraising</i>	<p>The paper is made up of two sections and is out of a total of 80 marks.</p> <p><b>Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)</b></p> <ul style="list-style-type: none"> <li>• Six questions related to six of the eight set works.</li> <li>• One short melody/rhythm completion exercise.</li> <li>• One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.</li> </ul> <p><b>Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.</li> </ul>

All listening work is based around the four Areas of Study and the analysis of eight set works:

<b>Area of study</b>	<b>Set works</b>
<b>Instrumental Music 1700–1820</b>	<ul style="list-style-type: none"> <li>• J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major</li> <li>• L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'</li> </ul>

<b>Vocal Music</b>	<ul style="list-style-type: none"> <li>● H Purcell: Music for a While</li> <li>● Queen: Killer Queen (from the album 'Sheer Heart Attack')</li> </ul>
<b>Music for Stage and Screen</b>	<ul style="list-style-type: none"> <li>● S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)</li> <li>● J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</li> </ul>
<b>Fusions</b>	<ul style="list-style-type: none"> <li>● Afro Celt Sound System: Release (from the album 'Volume 2: Release')</li> <li>● Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')</li> </ul>

**Support Material:**

- *Edexcel GCSE Music Anthology*
- *Edexcel GCSE Student Book*
- *Rhinegold GCSE Music Revision Guide*

Further support material (including relevant recordings) can also be found on Frog via [www.nonsuch.sutton.sch.uk](http://www.nonsuch.sutton.sch.uk)

**What you could do to support your daughter:**

Due to the large weighting of the overall grade that is attached to the performing aspect of the course, you could support your daughter in ensuring that she attends all of her peripatetic instrumental lessons and practises her instrument(s) regularly as part of her homework allowance for music. You could also encourage her to listen to a wide variety of music and attend live music events.