



KS4 Guided Options





GCSE Music- Exam Board AQA

"Music expresses that which cannot be said, and on which it is impossible to be silent." - Victor Hugo



What would I be doing in GCSE Music?

Each lesson is different – you could be listening to reggae songs, writing your own film music, or practising songs in a band!

The course is split into 3 sections:

PERFORMING
(30%)

COMPOSING
(30%)

EXAM
(40%)



PERFORMING (30%)

- Play one piece of music on your own and one in a group.



- The two pieces should add up to at least 4 minutes in total.
- Take several attempts to get your performance right!
- COURSEWORK recorded in Y11 (November and March)



COMPOSING (30%)

- Write 2 pieces of music
- over 2 years.



- Use the latest **technology** to write and even record your songs.
- Together, the songs should last at least 3 minutes in total.
- Coursework started in Y10 and completed by March of Year 11.

EXAM (40%)

- In Section A, you listen to clips of music and answer questions about them.



- In Section B, you answer questions about musical styles and pieces you have studied in lessons.

- We will be focusing on Beethoven and Queen in 2024- 26.
- This is your only FINAL written exam taken at the end of Y11.

Section A of Exam (68 marks)

There are four areas of study:

- Western classical tradition 1650–1910
- Popular music
- Traditional music
- Western classical tradition since 1910.

You study these four areas but answer questions generally on unfamiliar pieces (but you will know the styles).

0 1

Area of study 1: Western Classical Tradition 1650–1910

You will hear **two** excerpts.

Excerpt A

This excerpt will be played **four** times.

You may find it helpful to tick a box each time you hear the excerpt.

☐☐☐☐

0 1 . 1

Name **one** of the instruments playing at the beginning of this excerpt.

[1 mark]

0 1 . 2

What is the tonality of this excerpt?

[1 mark]

0 1 . 3

What is the time signature of this excerpt?

[1 mark]

0 1 . 4

Which of the following best describes the tempo of this excerpt?

[1 mark]

Circle your answer.

allegretto

andante

largo

presto

Section B of Exam (28 marks)

Beethoven Symphony No. 1

(Movement 1: Adagio molto – Allegro con brio)

Queen: – the following tracks:

- *Bohemian Rhapsody*
- *The Seven Seas of Rhye*
- *Love of my Life*

- 3 short mark questions and 1 long mark question for each

Section B: Contextual Understanding

Answer Question 09.

Answer **one** question from **Questions 10–12**.

09

Area of study 1: Western Classical Tradition 1650–1910

Mozart: *Clarinet Concerto in A major, K. 622, 3rd movement, Rondo*.

09.1

Identify **two** ways in which the horns are used in the movement.

[2 marks]

1 _____

2 _____

09.2

Identify **two** ornaments used by the clarinet in the movement.

[2 marks]

1 _____

2 _____

09.3

Identify **two** keys used in the second episode of the movement.

[2 marks]

1 _____

2 _____

Question 9

Total for this question: [14 marks]

Question	Marking guidance	Total marks
09.1	<p>Identify two ways in which the horns are used in the movement.</p> <p>Any two of:</p> <p>pedal (notes) tonic pedal dominant pedal to emphasise cadence points doubles (viola/cello) (some) unison (some) octaves long/sustained notes</p> <p>Any other valid point</p>	2

Question	Marking guidance	Total marks
09.2	<p>Identify two ornaments used by the clarinet in the movement.</p> <p>acciaccatura/crushed note/grace note appoggiatura trill</p> <p>Any order</p>	2

Question	Marking guidance	Total marks
09.3	<p>Identify two keys used in the second episode of the movement.</p> <p>F# minor/F#m/relative minor D (major)/subdominant</p> <p>Any order</p>	2

0	9	.	4
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Explain how Mozart has used **harmony**, **melody**, **rhythm** and/or **sonority (timbre)** to make the music appeal to an audience.

[8 marks]

Do not write
outside the
box

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Extended responses could include the following:

Harmony

(mainly) diatonic harmonies (which were understood/expected by the audiences of the time)
(occasional) chromatic harmony (for added interest and colour)
(mostly) primary triads (expectation of the musical style of the day)
(mainly) perfect and imperfect cadences (expectation of the musical style of the day)
use of augmented 6th (chord)/ Neapolitan 6th (chord)/ Italian 6th (chord) (in Episode 1)
use of diminished 7th (s)
circle of 5^{ths}

NB: Allow 'German 6th' (chord)

Melody

original rondo theme (which keeps coming back for the audience to remember/relate to)
clear melodic lines (which define the sections)
balanced phrases/periodic phrasing (which were understood/expected by the audiences of the time)
variety of conjunct and disjunct writing within the various sections
(some) arpeggiated/triadic (writing) (which would 'show off' the player's skill/compositional writing)
(mainly) diatonic (expectation of the time)
(some) chromaticism (varied melodic writing)
use of trill (showing off the player's technical facility)

Rhythm

variety of rhythmic contrast (in the sections to keep the audience interest)
(main rhythms are) semiquavers/quavers/dotted crotchets (varied and interesting patterns)
repeated rhythms (used in both the melody and accompaniment)
longer note values in the woodwind
compound (lilting) rhythms (audience engagement with the feel of the rhythm)
syncopation (bar 40)

23

MARK SCHEME – GCSE MUSIC – 8271/W – JUNE 2022

Sonority (timbre)

The clarinet was a 'new instrument' of the time (so had strong audience appeal)
Audience wanted to see and hear the instrument being played (alongside the conventional orchestra)
Fast (show off)/virtuosic playing (which contrasts with slower moving sections)
Contrast between soloist and orchestra/full orchestra/tutti/accompanying role
(clarinet) chalumeau register (low)
(clarinet) clarino register (middle)
(clarinet) altissimo register (upper)

Any other valid point under any of these headings
Ensure that there is no repetition of points across different elements
Ensure that responses refer only to the four given elements
Give credit for accurate notation where relevant

1	1
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Area of study 3: Traditional Music

Paul Simon: *Graceland*, *Diamonds on the Soles of Her Shoes*, *You Can Call Me Al*.

1	1	1
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Identify **two** woodwind instruments used in the song *You Can Call Me Al*.

[2 marks]

1 _____

2 _____

1	1	2
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Towards the end of the song *You Can Call Me Al* there is a two-bar bass guitar solo.

Identify **two** features of this solo.

[2 marks]

1 _____

2 _____

1	1	3
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Identify **two** rhythmic features of the vocal introduction of the song *Diamonds on the Soles of Her Shoes*.

[2 marks]

1 _____

2 _____

Question	Marking guidance	Total marks
11.1	<p>Identify two woodwind instruments used in the song <i>You Can Call Me Al</i>.</p> <p>penny whistle</p> <p>sax/saxophone/saxes (baritone/bass)</p> <p>Any order</p>	2

Question	Marking guidance	Total marks
11.2	<p>Towards the end of the song <i>You Can Call Me Al</i> there is a two bar bass guitar solo.</p> <p>Identify two features of this solo.</p> <p>Any two of:</p> <p>(mainly) palindromic/palindrome/reversed</p> <p>regular rhythms</p> <p>repeated rhythm</p> <p>semiquavers</p> <p>slap bass (style)</p> <p>descending</p> <p>ascending</p> <p>syncopation/syncopated</p> <p>improvised (style)</p> <p>conjunct/steps</p> <p>sequence</p> <p>retrograde</p> <p>diatonic</p> <p>monophonic</p> <p>NB: Do not allow just 'repetitive'</p> <p>NB: Do not allow 'scalic'</p> <p>NB: Do not allow 'inversion'</p>	2

Question	Marking guidance	Total marks
11.3	<p>Identify two rhythmic features of the vocal introduction of the song <i>Diamonds on the Soles of Her Shoes</i>.</p> <p>Any two of:</p> <p>anacrusis swung rhythm syncopation (mostly) quavers (some) crotchets shuffle beat repeated rhythms/repetition</p> <p>Any other valid point</p>	2

[8 marks]

Do not write
outside the
box

Indicative Content

Extended responses could include the following:

Melody

(some) disjunct writing (both traditions have this feature)

(some) conjunct writing (both traditions have this feature)

(mostly) syllabic (Western tradition)

(some) melisma's (incorporating African tradition)

different melodic shapes in the two choruses

'Graceland' motif uses two different notes/interval of a (major) 3rd

Repetitive melodies (both traditions have this feature)

no strong contrast between the Verse and the Chorus (non-Western)

glissando

Harmony

chords: E, A, B, C#m, D (Western/African progression I IV V VI), but D is unusual

(A) major 7th (in the chorus)

(mainly) diatonic (both traditions)

slower rate of harmonic change in verse

faster rate of harmonic change in chorus

Sonority (timbre)

band line up (Western)
pedal steel guitar (Western, associated with American Country music)
lead vocalist/tenor voice (standard in Western pop songs)
backing vocals (by the Everly Brothers/Western group)
acoustic guitar
electric guitar (standard Western)
(fretless) bass
drum kit (standard Western)
djembe (African tradition)
slides (Delta Blues)
slap back echo

Texture

Melody and accompaniment
(some) call/response/antiphonal writing (African tradition)

Any other valid point under any of these headings
Ensure there is no repetition of points across different elements
Ensure that responses refer only to the four given elements
Give credit for accurate notation where relevant

I can't take GCSE Music because...

I don't have lessons...

As long as you already have skills on an instrument, it's not too late to start lessons now. **YOU MUST BE HAVING INSTRUMENTAL/ VOCAL LESSONS TO TAKE GCSE MUSIC** (either via school or privately)

It doesn't fit my future career...

GCSE Music gives you transferable skills that will prepare you for any career, and it shows future employers your creative side!

I didn't enjoy Music in Key Stage 3...

GCSE Music is very different – smaller class sizes, more interesting tasks and one-to-one support!

I may need other subjects on my CV...

You'll usually achieve better in subjects you enjoy...





**MUSIC
MARK**

**PROUD TO BE A
MUSIC MARK
SCHOOL**

2022 - 2023

Performing Arts - Extra Curricular Timetable

(not including KS4- 5 intervention)

Monday	Tuesday	Wednesday	Thursday	Friday
Vocal Performance In P2 Ms Pilling	'Shrek' Band in P2 Mr Bryan	Sankey Singers in P2 Mrs Cosgrove	Orchestra before school in P2 Mrs Cosgrove Mr Leighton-Jones	Percussion Ensemble In PR1 Mr Lovell
	Keyboard Club in P4 Miss Hardwick	Ukulele/Guitar Club in P5 Ms Graves	'Shrek' Singers in P5 Ms Graves	
	Samba Club in P5 Ms Graves	'Shrek' Tech & Stage Crew in P7/BHT Miss Creamer	'Shrek' Cast in BHT Miss Collins, Miss Creamer, Miss Lamb,	
	Rock Bands in PR1,2,3 Mr Bennett	Rock Bands in PR1,2,3 Mr Bennett		
		Dance Club in Dance Studio Miss Lamb, Mrs Heyes		

Note: All clubs are open to all and take place after school, except Orchestra, which takes place before school.

Higher Education

Recent destinations to read Music or Music Technology at University have been:-

- The University of Cambridge
- LIPA
- The University of Manchester
- The University of Sheffield
- Huddersfield University
- The University of Liverpool

Careers in Music

Performer
Composer
Musicologist
Music Journalist
Primary School Teacher
Secondary School Teacher
Lecturer
Session Musician
Blogger
Music PR
Music Publisher
Musical Director
Conductor
Tour Manager

Songwriter
Film Composer
Live Sound Specialist
Audio Technician
Foley Artist
Radio Producer
Game Audio Technician
Composer in Residence
Stage Manager
Website Designer
Technical Crew
Radio Producer
Press Agent
Music Store Manager

Music Producer
Audio Engineer
Recording Engineer
Mastering Engineer
Audio Editor
Audio Systems Engineer
Audio Systems Designer
Software Designer
DJ Sound Designer
Sonic Artist
Rights Manager
Product Licensor
Instrument Manufacture
Concert Promoter