

Year 13 Internal Quality Assurance document for formulation of Teacher Assessed Grade

Subject:	A level Music				
<p>Evidence collected prior to 8th March</p> <p>*assessment = exam / controlled assessment / NEA / coursework/ significant pieces of exam style work completed</p> <p>This can be any type of work provided you are confident it is the students own work.</p>					
Dates	Title of assessment*	Format of Assessment*	Content assessed, and proportion of course or units to be covered	Detail of Exams Access, or reasonable adjustments	Detail of moderation that occurred
	<i>Include question title if relevant, and also which exam board paper, year, or parts of papers you have chosen. If not using past papers, then confirm it uses question types found in previous papers</i>	<i>Refer to conditions under which it took place which make it appropriate to be used as evidence e.g time-frame of test / exam conditions</i>	<i>Refer to elements of syllabus covered, and the proportion of final exam this would account for in a 'normal year'</i>	<i>Refer to how extra time was managed, and whether other aspects were catered for: scribe / word processor / reader / prompt / rest breaks / small room - if not, then whether marking reflected reasonable adjustments.</i>	<i>Include confirmation of exam board mark scheme used, prior training that took place for marking this assessment, how moderation took place</i>
December 2020	'Appraising Music' Specimen 2018 paper (full paper)	Exam conditions	40% <ul style="list-style-type: none"> - Area of study 1 - Western Classical tradition - Area of study 3 - music for media - Area of study 4 - music for theatre 	n/a - no exam access arrangements for any students in the cohort	Marked by JJN, scanned and photocopied. Uploaded to shared A level music google drive for CKE to check marks using AQA specimen 2018 mark scheme. (we have exemplar resources from the exam board which were used extensively when we started teaching this specification in 2016)

November 2020	Performance	Recording in subject lesson (CKE) Summative assessment	35% Each student has private lessons with an instrumental teacher Assessed on: <ul style="list-style-type: none"> - Ambition of Project (5) - Technical control (15) - Expressive control (15) - Performance quality (15) 	n/a	Recordings listened to by JJN and CKE together using AQA A level music performance mark scheme to arrive at marks together based on CKE's initial marks. (we have exemplar resources from the exam board which were used extensively when we started teaching this specification in 2016)
December 2020	Composition	Ideas created in lessons (started in Summer term on one day students allowed to come into school, continued in September - December lessons of 2020) Formative assessment by	25% Assessed on: <ul style="list-style-type: none"> - Technical control - Development of ideas - Use of musical elements - Sense of style - Communication of music (writing up ideas) 	n/a	Marked by JJN. Listened to by CKE and marked using AQA A level composition mark scheme; after discussion mark agreed upon using the mark scheme. (we have exemplar resources from the exam board which were used extensively when we started teaching this specification in 2016)

Evidence collected after 8th March					
*assessment = exam / controlled assessment / NEA / coursework/ significant pieces of exam style work completed					
Dates	Title of assessment*	Format of Assessment*	Content assessed, and proportion of course	Detail of Exams Access, or reasonable adjustments	Detail of moderation that occurred
	<i>Include question title if relevant, and also which exam board paper, year, or parts of papers you have chosen. If not using past papers, then confirm it uses question types found in previous papers</i>	<i>Refer to conditions under which it took place which make it appropriate to be used as evidence e.g time-frame of test / exam conditions</i>	<i>Refer to elements of syllabus covered, and the proportion of final exam this would account for in a 'normal year'</i>	<i>Refer to how extra time was managed, and whether other aspects were catered for: scribe / word processor / reader / prompt / rest breaks / small room - if not, then whether marking reflected reasonable adjustments.</i>	<i>Include confirmation of exam board mark scheme used, prior training that took place for marking this assessment, how moderation took place</i>
Monday 10th May period 2 - CKE lesson	AQA Appraising music 2020 paper	Section A: Area of study 1 - Western Classical tradition	<ol style="list-style-type: none"> 1. Extract from one of the strands with short answer Qs 2. Aural dictation Q based on another of the strands 3. Extract from remaining strand with long answer Q (10 marks) 	If the assessment is happening in the second part of a double, students can have the first lesson to revise with the teacher	AQA Appraising music 2020 mark scheme
Tuesday 18th May period 2 - JJN lesson	AQA Appraising music 2020 paper	Section A: Area of study 3 - Music for media	<ol style="list-style-type: none"> 1. Extract of representative repertoire, short answer Qs 2. Extract of representative repertoire, short answer Qs 3. Extract of 		AQA Appraising music 2020 mark scheme

			representative repertoire, long answer Q (10 marks)		
Tuesday 4th May period 2 - JJN lesson	AQA Appraising music 2020 paper	Section A: Area of study 3 theatre	<ol style="list-style-type: none"> 1. Extract of representative repertoire, short answer Qs 2. Extract of representative repertoire, short answer Qs 3. Extract of representative repertoire, long answer Q (10 marks) 		AQA Appraising music 2020 mark scheme
Friday 7th May period 2 - CKE lesson	AQA Appraising music 2020 paper	Section B: Baroque solo concerto	Based on an extract of a Baroque solo concerto, combining short answer Qs (2 marks), medium length Q (5 marks) and a long answer Q (10 marks)	If the assessment is happening in the second part of a double, students can have the first lesson to revise with the teacher	AQA Appraising music 2020 mark scheme
Friday 30th April period 2 - JJN lesson	AQA Appraising music 2020 paper	Section B: Mozart's operas - 'Marriage of Figaro'	Based on an extract from 'The Marriage of Figaro', combining short answer Qs (2 marks), medium length Q (5 marks) and a long answer Q (10 marks)	If the assessment is happening in the second part of a double, students can have the first lesson to revise with the teacher	AQA Appraising music 2020 mark scheme

Friday 14th May period 2 - JJN lesson	AQA Appraising music 2020 paper	Section C: Music for theatre essay	Essay question (30 marks)	If the assessment is happening in the second part of a double, students can have the first lesson to revise with the teacher	AQA Appraising music 2020 mark scheme
Deadline = 14th May (students are preparing outside of school; recordings will be done in school/at home after Easter)	Performance	NEA - Performance	Minimum 2 pieces, ideally contrasting in style Can be as a soloist, or as part of an ensemble Assessed on: <ul style="list-style-type: none"> - Ambition of Project (5) - Technical control (15) - Expressive control (15) - Performance quality (15) 		AQA Performance mark scheme
Deadline = 14th May (students are preparing in JJN lessons during lessons pre Easter and during lesson time leftover in lessons after assessments after Easter)	Composition	NEA - Composition	Students must produce a minimum of 2 sections, which demonstrate: <ul style="list-style-type: none"> - Technical control - Development of ideas - Use of musical elements - Sense of style 		AQA Composition mark scheme