



GCSE Music at Dulwich College, (Singapore) Pearson, Edexcel Specification

A guide for parents and students

The Music option at **GCSE** is a development of the work studied in Year 7 and 8, and a stepping-stone for further study. The course aims to develop students' understanding and appreciation of a wide range of musical genres and styles and encourages critical and creative thinking.

The Music programme at DCSG develops the following skills:

1 Integration of practice

- a. Developing knowledge, skills and understanding through the integration of performing, composing and listening.
- b. Participating, collaborating and working with others as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning.

2 Cultural understanding

- a. Understanding musical traditions and the part music plays in national and global culture and in personal identity.
- b. Exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures.

3 Critical understanding

- a. Engaging with and analysing music, developing views and justifying opinions.
- b. Drawing on experience of a wide range of musical contexts and styles to inform judgements.

4 Creativity

- a. Using existing musical knowledge, skills and understanding for new purposes and in new contexts.
- b. Exploring ways music can be combined with other art forms and other subject disciplines.

5 Communication

- a. Exploring how thoughts, feelings, ideas and emotions can be expressed through music

MUSIC GCSE 2023

Our new GCSE music qualification will inspire the next generation of students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. Our Edexcel GCSE (9-1) Music qualification has been designed to give all students the opportunity to develop their knowledge, understanding and skills of music whatever their previous experience. The qualification supports and encourages students coming from Year 8 to progress to GCSE Music and beyond.

The aims of the music course are to develop skills, knowledge and understanding in three main areas: performing, composing and listening. The course encourages students to be creatively inspired and develop broader skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

PERFORMANCE

COURSEWORK 30%

The performing element involves solo singing and/or instrumental playing as well as performing an independent part in an instrumental or vocal ensemble. Candidates may offer performances on more than one instrument and perform any genre of music. For the purpose of the examination all performances are recorded. It is recommended that students should be a grade 5 standard in voice or instrument by the end of Year 10.

COMPOSING

COURSEWORK 30%

Students compose at least two pieces; one must be in response to a brief set by the awarding organisation and one a piece of free composition (any style/genre). Students submit two short contrasting compositions, which demonstrate an understanding of melody, harmony, rhythm, dynamics, texture, structure and the use of music technology. All compositions are presented for examination in written and recorded form using music software.

LISTENING/APPRISING

1 hour 45 minutes paper 40%

Students study eight set works in four Areas of Study (detailed below). There is a requirement for students to read and write staff notation (which all students

can do as a progression from Year 8), and respond to short questions to unfamiliar music in the listening exam. Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts. The listening examination will be in the form of recorded extracts with questions.

Area of Study	*Set Works 2023 - 2026
Instrumental Music 1700–1820	J.S. Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major L. van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	H. Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J. Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

During the three year course students will learn the skills of wider listening that relates to the Areas of Study to prepare students for appraising unfamiliar music in the exam, and gain understanding of the wider context of pieces. Diverse musical content enables students to practice applying their appraising skills on pieces they haven't studied and builds confidence in students when analysing unfamiliar music in the exam. Students will also appraise and reflect on their own music to allow refinement in their own performances and compositions.

Area of Study	Wider listening for each Areas of Study
Instrumental Music 1700–1820	G.F. Handel: Concerto Grosso op 6 no. 5, second movement A. Vivaldi: 'Winter' from the Four Seasons concerti W.A. Mozart: Piano Sonata in C major K.545, first movement F.J. Haydn: Piano sonata in C major 'English Sonata' Hob 50, third movement
Vocal Music	G.F. Handel: 'The Trumpet Shall Sound' (bass), 'Rejoice Greatly' (soprano) and 'Every Valley' (tenor) from Messiah J.S. Bach: 'Weichet nur, betrübte Schatten' and 'Sehet in Zufriedenheit'

	from wedding Cantata Beach Boys: 'God only Knows' from Pet Sounds ABBA: 'Super Trouper' from Super Trouper
Music for Stage and Screen	Tim Minchin: 'Naughty' from Matilda Marc Shaiman: 'Mama, I'm a Big Girl Now' from Hairspray John Williams: 'Prologue' and 'Harry's Wondrous World' from Harry Potter and The Philosopher's Stone Howard Shore: 'The Prophecy', 'Concerning Hobbits',
Fusions	Capercaillie: Beautiful Wasteland Paul Simon: 'Under African Skies' and 'Homeless' from album Graceland

What do I need to know or be able to do before taking the course?

You have already gained many of the skills in performing, listening and composing needed for this course in your music lessons over the last two years at secondary school.

- You have been introduced to creating music of your own in class using Soundtrap which is developed further in the GCSE course as you choose two areas of study for composition. There is a wide choice and it can be tailored to your own musical interests and strengths.

- You have already listened and researched a variety of musical genres in class, and these skills are developed as you study set pieces taken from the classical, 20th century, popular and world music Areas of Study.

- You will learn how to improve your performing skills on your voice or instrument to a minimum Grade 3 standard, analyse music in a variety of styles, and discover the social and historical context in which music has been composed.

- You enjoy making music, either as a soloist or in a group. The GCSE course encourages you to perform music of your own choosing in any style, as a soloist and also in a group. To take this course, you must be able to offer at least one instrument or voice.

- Listening skills will enhance your aural perception.
- Performance skills will give you confidence in front of an audience.
- Your composition skills will highlight your self-expression.

Due to the courses' creative diversity, Music is a highly regarded subject choice on university applications.

Overview of the GCSE Music Course

Our Edexcel GCSE in Music consists of one externally examined paper and two non-examined assessments (NEA) which are internally examined and set to the exam board for final moderation.

Component	Overview	Assessment
Component 1 Performing 30% NEA	<p>2 performances</p> <p>1. Solo (15%) - minimum 1 piece - minimum 1 minute</p> <p>2. Ensemble (15%) - minimum 1 piece - minimum 1 minute</p> <p>Together total minimum of 4 minutes across the solo and ensemble pieces (Minimum Grade 4 standard)</p>	<p>Minimum total 2 pieces</p> <p>30 marks each</p> <p>Total of 60 marks</p>
Component 2 Composing 30% NEA	<p>2 compositions</p> <p>1 to a set brief (15%) – minimum 1 minute</p> <p>1 free composition (15%) – minimum 1 minute</p> <p>Together total minimum of 3 minutes</p>	<p>2 pieces</p> <p>30 marks each</p> <p>Total of 60 marks</p>
Component 3 Appraising 40% Exam	<p>4 Areas of Study with 2 Set Works each:</p> <ul style="list-style-type: none"> • Instrumental Music 1700 - 1820 • Vocal Music • Music for Stage and Screen • Fusions 	<p>Exam 1hr 45mins</p> <p>Total of 80 marks</p>

The impact of technology within the Music curriculum is well catered for at Dulwich College (Singapore). All students will have access to Sibelius and Logic Pro. These programmes allow students the opportunity to listen to the music they have composed and then to edit and develop their musical ideas on any device. The software also allows students to produce professional-quality scores and recordings. Our students make excellent use of the technological facilities available in the Department.

It is the intention of the Music Department to expose our students to as much music as possible. Therefore, concert trips, workshops and visiting performances are regularly organised to broaden students' musical horizons. GCSE Music is an exciting course for anyone wishing to develop and improve their musical skills. If you have any questions, please do not hesitate to ask Mr. Edgeler, Head of Senior Music Paul.Edgeler@Dulwich.org

School Band, Orchestra, and Choir: Making the Most Out of Your In-School Music Activities.

Participation in a music ensemble demonstrates teamwork, focus, and dedication - all of which are invaluable traits for college applicants. Look to expand your involvement in your music ensemble, if possible. For example, try to become a section leader, or run for a leadership position in Dulwich College Music Society. Organizational and leadership skills are important to develop early, and admissions officers will certainly take note. Take advantage of extracurricular musical activities, as well. Choirs, Big Band and Orchestra will strengthen your musicianship, and your college applications. Your extracurricular activities should be a reflection of yourself. They are a way to showcase your best traits, whether it's teamwork, the ability to stick with your commitments or your personal talents

UCAS Referees: What to include?

Post-16 academic performance and their potential for success in higher education.

Why they're suited to their chosen subject and career path, plus their attitude, motivation and commitment. Skills and qualities like aptitude and enthusiasm, plus current or past achievements that will help with their chosen subject area.

Achievements, work experience, extracurricular activities and interests that relate to their chosen courses.

UCAS Tariffs for Instrumental/Vocal/ Theory Music Examinations

UCAS	Grades	Practical			Theory		
		8	7	6	8	7	6
Tariff	Distinction	75	60	45	30	20	15
points	Merit	70	55	40	25	15	10
	Pass	55	40	25	20	10	5

1. Associated Board of the Royal Schools of Music (ABRSM) www.abrsm.ac.uk
2. London College of Music & Media (LCMM)/University of West London www.uwl.ac.uk
3. Rockscool www.rockschool.co.uk
4. Trinity Guildhall/ Trinity College London www.trinitycollege.co.uk

Music is a 'preferred' subject choice in all top 20 UK Universities in all their Degree courses

1. Cambridge University: Sciences

<http://www.trin.cam.ac.uk/index.php?pageid=604>

<http://www.trin.cam.ac.uk/acceptable-level-subject-combinations>

Biology, Chemistry, Maths, Physics, Further Maths and Music

Music: <http://www.mus.cam.ac.uk/>

(Russell Group Ranking for Music: 3)

IB: 40 points with Music at Higher Level. Keyboard skills grade 5 or above

2. Oxford University: Medicine: Chemistry with Math, Physics or Biology and Music

<http://www.music.ox.ac.uk/>

(Russell Group Ranking for Music: 2)

IB: 38 points including Higher Level IB Music, keyboard skills grade 5 or above

3. The London School of Economics:

<http://www.lse.ac.uk/study/undergraduate/howToApply/lseEntryRequirements.aspx>

HL Music is a preferred subject for all courses.

4. Imperial College London: Medicine (Ash Music Scholarships)

<http://www3.imperial.ac.uk/ugprospectus/facultiesanddepartments/medicine/mbbs/medicine>

5. Durham University: Music and Combined Arts

<https://www.dur.ac.uk/combined.honours/arts/> (**Medicine:** Our admissions tutors also closely consider other parts of an application, taking into account personal references and evidence of motivation and interest in the subject applied for, as well as extra-curricular skills and achievements in areas such as music, drama, sport or community service.

Joint Honours BA - IB: 38 points (666 at higher level) Subject specific requirements: If you wish to study English, French, German, History, or Music within Combined Honours, you will need to secure a 6 in the relevant subject.

6. University of Sheffield: <http://www.sheffield.ac.uk/undergraduate/policies/alevel>

7. Bristol University: BA Music & Languages

<http://www.bristol.ac.uk/music/prospective>

(Russell Group Ranking for Music: 5).

IB: 33

points including 6 points in Higher level Music, grade 8 on main instrument/voice

8. King College London: BMus or BA Music & German

http://www.kcl.ac.uk/prospectus/undergraduate/index/name/german-and-music/alpha/g/header_search/

(Russell Group Ranking for Music: 4). **IB: 35 points** and HL 666 including HL6 in Music. **Law: no preferred subjects:**

<http://www.kcl.ac.uk/prospectus/undergraduate/entryrequirements/name/law>

9. University of Southampton:

<http://www.southampton.ac.uk/undergraduate/courses/music.shtml> Music with Management/English/French/German/Philosophy/Acoustics/Maths

(Russell Group Ranking for Music: 14)

10. Manchester University: Music or Music & Drama

<http://www.alc.manchester.ac.uk/subjects/music/undergraduate/>

(Russell Group Ranking for Music: 1)

IB: 36 points overall (core points accepted), inc. 6 or 7 in three Higher Level subjects, one of which must be Music. Also required is Associated Board (or equiv. examinations) grade VIII, preferably at Distinction, on an instrument or voice.

Northwestern University: Music and Engineering

<https://www.mccormick.northwestern.edu/undergraduates/bachelors-degree-curriculum/honors-combined-programs/index.html>

MIT: Bachelor of Science in Music

<http://web.mit.edu/music/academics/index.html>

"At MIT it is common to find students who are so musically talented they could thrive at conservatories, if that is what they chose to do." Peter Child Professor of Music

NYU: BM Music and Business <http://steinhardt.nyu.edu/music/business>

University of Sydney: Music and Medicine (Dual Degree)

<http://sydney.edu.au/medicine/future-students/medical-program/combined/index.php>

The importance of creativity

Creativity is clearly important on a national and global level for economic growth and development. But there is an increasing recognition that it is key at an individual level also. Creativity improves the self-esteem, motivation and achievement of learners. Pupils who are encouraged to think creatively: become more interested in discovering things for themselves, are more open to new ideas and challenges, are more able to solve problems, can work well with others, become more effective learners, have greater ownership over their learning. Education Scotland 2013

So why is it that Music can open up this many career opportunities? The answer surely lies in its potential to foster transferable skills'. It is the culmination of years of self-discipline in learning their instruments and participating in extra-curricular activities such as choirs and orchestras. This means that Musicians have learnt how to work independently as well as in a team, how to communicate effectively, and how to organise themselves efficiently. They have excellent presentation skills, together with good writing and research skills honed during their studies. Not to mention that they are culturally sensitive and knowledgeable on the arts. No wonder employers love them!

In practicing music, you spend hours alone listening to yourself, and paying attention to the most subtle, ineffable aspects of the sound you produce. It's an extreme form of concentration and takes incredible patience. That kind of focus translates into the

medical setting," said Lim, who completed a master's degree in performance before pursuing his M.D. Harvard Gazette, April 29, 2013

"The skills gained through sequential music instruction, including discipline and the ability to analyze, solve problems, communicate and work cooperatively, are vital for success in the 21st century workplace." -U.S. House of Representatives, 2006

Carolyn Phillips is the author of the Twelve Benefits of Music Education. She is the Former Executive Director of the Norwalk Youth Symphony, CT.

1. Early musical training helps develop brain areas involved in language and reasoning. It is thought that brain development continues for many years after birth. Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Linking familiar songs to new information can also help imprint information on young minds.
2. There is also a causal link between music and spatial intelligence (the ability to perceive the world accurately and to form mental pictures of things). This kind of intelligence, by which one can visualize various elements that should go together, is critical to the sort of thinking necessary for everything from solving advanced mathematics problems to being able to pack a book-bag with everything that will be needed for the day
3. Students of the arts learn to think creatively and to solve problems by imagining various solutions, rejecting outdated rules and assumptions. Questions about the arts do not have only one right answer.
4. Recent studies show that students who study the arts are more successful on standardized tests such as the SAT. They also achieve higher grades in high school.
5. A study of the arts provides children with an internal glimpse of other cultures and teaches them to be empathetic towards the people of these cultures. This development of compassion and empathy, as opposed to development of greed and a "me first" attitude, provides a bridge across cultural chasms that leads to respect of other races at an early age.
6. Students of music learn craftsmanship as they study how details are put together painstakingly and what constitutes good, as opposed to mediocre, work. These standards, when applied to a student's own work, demand a new level of excellence and require students to stretch their inner resources.
7. In music, a mistake is a mistake; the instrument is in tune or not, the notes are well played or not, the entrance is made or not. It is only by much hard work that a successful performance is possible. Through music study, students learn the value of sustained effort to achieve excellence and the concrete rewards of hard work.
8. Music study enhances teamwork skills and discipline. In order for an orchestra to sound good, all players must work together harmoniously towards a single goal, the

performance, and must commit to learning music, attending rehearsals, and practicing.

9. Music provides children with a means of self-expression. Now that there is relative security in the basics of existence, the challenge is to make life meaningful and to reach for a higher stage of development. Everyone needs to be in touch at some time in his life with his core, with what he is and what he feels. Self-esteem is a by-product of this self-expression.

10. Music study develops skills that are necessary in the workplace. It focuses on "doing," as opposed to observing, and teaches students how to perform, literally, anywhere in the world. Employers are looking for multi-dimensional workers with the sort of flexible and supple intellects that music education helps to create as described above. In the music classroom, students can also learn to better communicate and cooperate with one another.

11. Music performance teaches young people to conquer fear and to take risks. A little anxiety is a good thing, and something that will occur often in life. Dealing with it early and often makes it less of a problem later. Risk-taking is essential if a child is to fully develop his or her potential.

12. An arts education exposes children to the incomparable.

Steve Jobs, Jeff Reskin, Apple and Why we teach the Arts in Our Schools.

[World Economic Forum: the Most Important Skills of Tomorrow according to five world leaders.](#)

[World Economic Forum: The 10 skills you need to thrive in the fourth industrial revolution](#)