

## GCSE Music Eduqas

**About the exam:** The exam will entail listening to 8 extracts of music (3 times each). There will be two extracts for each of the Areas of Study. Each extract will have a set of questions totalling 12 marks. Two of the extracts will be the set works. We don't know what pieces of music the other 6 extracts will be, but they will relate to the Areas of Study.

### **Areas of Study**

Area of study 1: Musical Forms and Devices, This includes set work 1: Badinerie by JS Bach for Flute and string quartet with Harpsichord (final movement, Orchestral Suite No. 2 in B minor, BWV 1067)

Area of study 2: Music for Ensemble: chamber music, musical theatre, jazz and blues.

Area of Study 3: Film Music

Area of Study 4: Popular Music  
this includes set work 2: Africa by Toto

### **For the set works** students need to know:

The composer, date it was written, the structure, the keys they are written in, where any key changes occur, where and what keys it moves through, the instrumentation and other information that they will have been given. I have prepared a list of all the questions (with answers) that could be in the exam. Students should learn these from memory. They should also be able to identify the section of the extract e.g. verse 2 of Africa or section B of Badinerie when played to them and from the score

### **Musical knowledge and the Musical Elements**

General musical knowledge and understanding is applied to all the questions. Such as 'What is the instrument playing at the start?' or 'what is the tonality at the end of the extract?' For these questions the students should revise the Musical Elements, what they are, the sorts of things to be listening out for for each. There is a long essay question (10 marks) in which students have to identify how the musical elements have been used to

portray a character or mood in music. in other words they should describe what they hear. For this, detailed knowledge and understanding of the musical elements is

essential. They each have a booklet with this information in.

The musical elements are best remembered by using the word 'MADTSHIRT'.

Melody  
Articulation  
Dynamics  
Texture  
Structure  
Harmony & tonality  
Instrumentation & sonority  
Rhythm  
Tempo & time

There is key vocabulary for each of the elements that the students should know, understand and be able to recognise and make judgements about e.g. 'describe the dynamics in an excerpt' or 'suggest a tempo for the piece'. Students are encouraged to use musical language in their responses.

In addition, students should know:

- Pitch names of notes in the treble and bass clef including leger lines
- Where middle C is in the treble, alto and bass clefs and be able to write other equivalent pitches in all 3 clefs
- Durational names of notes and their rests ● Identify cadences
- Identifying different instruments and their orchestral family and combinations of instruments including voices
- characteristics of different styles of music e.g. jazz, blues, rock, disco, reggae, bhangra
- the different ornaments
- recognise and identify a musical sequence
- major key signatures up to and including 4 sharps and flats and their relative minors ● technical names for the degrees of a scale and their Roman numeral equivalents ● chords and inversions including slash chords
- time signatures and the difference between compound and simple time