

Pearson response to the Ofqual Consultation
GCSE, AS and A level Music
Consultation on Conditions and Guidance
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Organisation details

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Would you like us to treat your response as confidential?*

If you answer yes, we will not include your details in any list of people or organisations that responded to the consultation.

() Yes (X) No

Is this a personal response or an official response on behalf of your organisation?*

() Personal response (Please answer the question 'If you ticked 'Personal views'...')

(X) Official response (Please answer the question 'Type of responding organisation')

If you ticked 'Personal views' which of the following are you?

- Student
- Parent or carer
- Teacher (but responding in a personal capacity)
- Other, including general public (Please state below)

If you ticked "Official response from an organisation/group", please respond accordingly:**Type of responding organisation***

- Awarding organisation
- Local authority
- School or college (please answer the question below)
- Academy chain
- Private training provider
- University or other higher education institution
- Employer
- Other representative or interest group (please answer the question below)

School or college type

- Comprehensive or non-selective academy
- State selective or selective academy
- Independent
- Special school
- Further education college
- Sixth form college
- Other (please state below)

Type of representative group or interest group

- Group of awarding organizations
- Union
- Employer or business representative group
- Subject association or learned society
- Equality organisation or group
- School, college or teacher representative group
- Other (please state below)

Nation*

- England
- Wales
- Northern Ireland
- Scotland
- Other EU country
- Non-EU country

How did you find out about this consultation?

- Our newsletter or another one of our communications
- Our website
- Internet search
- Other

May we contact you for further information?

- Yes No

Questions

Question 1

Do you have any comments on the draft Conditions for new GCSE music?

(X) Yes () No

If yes, please provide them here:

In section 1.6 on page 10, second bullet point – we feel that the last sentence is unclear and could cause confusion, “Wherever possible, these performances must be live”, we propose that this sentence is removed as this is specified in the GCSE requirements section under assessment evidence “(a) a complete and unedited recording of the Learner’s live performance”.

In section 1.6 on page 10, third bullet point – for clarity we recommend changing the last sentence to – “including one in response to a brief set by the awarding organisation, and one free composition piece; and;”.

Question 2

Do you have any comments on the draft requirements in relation to assessments which are not Assessments by Examination for new GCSE music?

(X) Yes () No

If yes, please provide them here:

On a minor point, there are some instances which refer to assessment objectives using the wording “assessment objective AO1” or “assessment objective AO2”, for accuracy this should be changed to “assessment objective 1 or AO1” and ‘assessment objective 2 or AO2 – examples of this are in the performance assessment (e) on page 11 and composition assessment (e) on page 13.

On page 12 the section starting with “In paragraph 7 of the document published by the Secretary of State entitled ‘Music GCSE subject content’ repeats details from the subject criteria. We recommend this section is removed. This will also make it consistent with the A Level and AS Level section as this information has not been repeated there.

On page 12, the Composition Assessment, bullet point (a)ii – we feel that this sentence implies that learners need to produce a brief before starting on their own composition this could be reworded to add clarity to this element, suggested text is “one other which must be a piece of free composition, based on the learner’s own starting point, following discussion with the Centre which is delivering the assessment”.

In the A Level and AS section of the document under the heading 'The Composition Assessment' (A level on page 24 and AS Level on page 25), the last sentence "The Learner does not have to perform the piece of music which he or she has composed." should be added to the GCSE section on page 13.

Question 3

Do you have any comments on the draft Guidance on assessment objectives for new GCSE music?

Yes No

If yes, please provide them here:

On page 18, Assessment Objective 4 – in the first bullet point under the heading interpretations and definitions, the word 'Analytical and' should be removed so the sentence starts with "Use appraising skills..." as the word analytical has been removed from the Assessment Objective on page 14.

Question 4

Do you have any comments on the draft Conditions for new A level and AS music?

Yes No

If yes, please provide them here:

N/A

Question 5

Do you have any comments on the draft requirements in relation to assessments which are not Assessments by Examination for new A level and AS music?

(X) Yes () No

If yes, please provide them here:

On a minor point, there are some instances which refer to assessment objectives using the wording "assessment objective AO1" or "assessment objective AO2", for accuracy this should be changed to "assessment objective 1 or AO1" and 'assessment objective 2 or AO2 – examples of this are in the performance assessment (e) and composition assessment (a), (b) and (c), please see pages 23, 24, 25.

The Performance Assessment section for both A Level (page 23) and AS (page 24), bullet point (c) – it was our understanding, following earlier discussions with Ofqual around the assessment requirements, that this date range was to be removed and that this condition would be replaced with the same wording as the GCSE assessment requirements – "be taken by each Learner in the academic year in which that Learner expects to be awarded the qualification".

In the section 'The Composition Assessment (A level)' bullet point (aiii, biii, ciii) on pages 24 and 25 and the section 'The Composition Assessment (AS) bullet point (aii) on page 26 – the intention has always been throughout the development and different versions of the subject content that students would produce a minimum of two compositions, one of which responded to a brief and a second which could either respond to a brief or be a piece of free composition. This is also stated in paragraph 2.6 bullet point 4 on page 21. To reflect this we would recommend changing the sentence to read "one other which can either be a piece of free composition, based on the learner's own starting point, following discussion with the Centre which is delivering the assessment or a piece in response to a brief set by the awarding organisation.

In the section 'Marking of Assessments' on page 26, bullet (a) – we feel that the use of the word "moderation" in this sentence adds confusion because it is used in a section related to assessment and a previous sentence confirms that the A Level and AS must be marked by the awarding organisation, see page 21. We would suggest removing the text in the brackets "(and to moderation where appropriate)" to add clarity and prevent confusion.

Question 6

Do you have any comments on the draft Guidance on assessment objectives for new A level and AS music?

Yes No

If yes, please provide them here:

In relation to the table of Assessment Objectives in paragraph 2.10 on page 27, it appears that the weightings for the AS qualification and the A level qualification are the wrong way round. The second column should say Weighting (AS) and the third column should say Weighting (A Level).

Question 7

We have not identified any ways in which the proposed requirements for reformed GCSEs or GCEs in music would impact (positively or negatively) on persons who share a protected characteristic. Are there any potential impacts we have not identified? If so, what are they?

Yes No

If yes, please provide them here:

N/A

Question 8

Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic? If so, please comment on the additional steps we could take to mitigate negative impacts.

Yes No

If yes, please provide them here:

N/A

Question 9

Have you any other comments on the impacts of the proposals on persons who share a protected characteristic?

Yes No

If yes, please provide them here:

N/A