

AS and A Level Music Technology consultation on conditions and guidance

How to respond to this consultation

The closing date for responses is **20 January 2016**.

Please respond to this consultation in one of three ways:

- Complete the online response at <https://www.surveygizmo.com/s3/2496362/AS-and-A-level-reform-regulations-for-music-technology>;
- Complete these consultation questions and email your response to consultations@ofqual.gov.uk. Please include the consultation title (AS and A Level Music Technology Consultation 2015) in the subject line of the email and make clear who you are and in what capacity you are responding; or
- Post your response to: AS and A Level Music Technology Consultation 2015, Ofqual, Spring Place, Herald Avenue, Coventry, CV5 6UB, making clear who you are and in what capacity you are responding.

Evaluating the responses

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the information page.

Any personal data (such as your name, address and any other identifying information) will be processed in accordance with the Data Protection Act 1998 and our standard terms and conditions.

We will publish our evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please respond by **20 January 2016**.

Responding to the consultation

Your details

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the following information section.

We will publish our evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please answer all questions marked with a star*

Name*

Lesley Davies

Position*

Senior Vice President, Qualifications, Standards and Efficacy

Organisation name (if applicable)*

Pearson

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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 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 response’...”)

Official response (please answer the question “If you ticked ‘Official response’...”)

***If you ticked “Personal response”, 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 organisations
- 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: To what extent do you agree or disagree that we should introduce a Condition which requires exam boards to comply with the relevant subject content and assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 2: To what extent do you agree or disagree that we should introduce guidance which clarifies how exam boards should interpret our assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 3: To what extent do you agree or disagree that we should introduce a Condition which permits non-exam assessment, specifies the proportion of exam- and non-exam assessment, and allows us to set more detailed rules and guidance on non-exam assessment?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 4: To what extent do you agree or disagree with our proposal that there should be two non-exam assessment tasks in AS and A level music technology, both weighted at 20 per cent of total marks – a recording task which assesses only AO1, and a composition task which assesses only AO2?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 5: To what extent do you agree or disagree with our minimum restrictions on the length and complexity of non-exam assessment tasks in AS and A level music technology?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Pearson has concerns with the minimum times to be applied for the technology based composition. The suggested timings suggests a connection with AS and A level music qualifications and we are concerned that this subject is not being considered separately. For music technology the process is about depth (number of tracks and processes applied) rather than breadth (length of the composition). Therefore we recommend that these are 2.5 minutes at AS level and 3 minutes at A level. If this is not accepted then we recommend a sliding marking scale for students who do not meet the minimum time should be allowed.

Question 6: To what extent do you agree or disagree with our proposed approach to setting non-exam assessment tasks in AS and A level music technology?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 7: To what extent do you agree or disagree with our proposal that the brief(s) for non-exam assessment in AS and A level music technology should be released no earlier than 1 September in the academic year exams are taken?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Pearson agrees with the issue date of the brief for the composition being September 1st in the academic year of assessment. However, there is concern over the timing of the release date for the recording brief because the following factors will affect the recording as schools may need to locate musicians and instruments and the fact that the majority of schools only have one studio. As the brief may require instruments/instrumentalists that are not readily available to the centre, sufficient time is required to source them. Additionally, the restricted access to studio space and the time needed to ensure that instrument micing and equipment set up is cleared for each student means that more time will be needed for this. We suggest the brief for the recording should be issued in the June preceding the year of assessment to allow time to source musicians and allocate studio time. This release date will also ensure that there is not an undue focus on the the specific non-exam assessment tasks and that students have sufficient time to study the required techniques before they are expected to demonstrate them in the non-exam assessment.

Question 8: To what extent do you agree or disagree with our proposed approach to authenticating non-exam assessment in AS and A level music technology?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 9: To what extent do you agree or disagree with our proposed approach to marking of non-exam assessment in AS and A level music technology?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Question 10: Do you have any comments on our proposed Conditions and requirements for AS and A level music technology?

- Yes No

The weighting of AO2 (technology based composition) should be fixed at 20% rather than a range as the composition requires students to 'develop a technology based-composition'. AO2 cannot be assessed in an examination setting and can only be assessed in its entirety through NEA which is stated as being 20% - see question 4. We recommend that the range is removed from this assessment objective and fixed at 20% and that the wording 'and potentially some of AO2,' is removed from the sentence in paragraph 2.17 on page 9.

Question 11: Do you have any comments on our proposed guidance for AS and A Level music technology?

- Yes No

Question 12: We have not identified any ways in which the proposals for AS and A Level music technology would impact (positively or negatively) on persons who share a protected characteristic.¹ Are there any potential impacts we have not identified?

- Yes No

Question 13: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

- Yes No

¹ 'Protected characteristic' is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.

Question 14: Do you have any other comments on the impacts of the proposals on students who share a protected characteristic?

Yes No

Accessibility of our consultations

We are looking at how we provide accessible versions of our consultations and would appreciate it if you could spare a few moments to answer the following questions. Your answers to these questions will not be considered as part of the consultation and will not be released to any third parties.

We want to write clearly, directly and put the reader first. Overall, do you think we have got this right in this consultation?

Yes No

Do you have any comments or suggestions about the style of writing?

Yes No

Do you have any special requirements to enable you to read our consultations? (for example, screen reader, large text, and so on)

Yes No

Which of the following do you currently use to access our consultation documents? (select all that apply)

- Screen reader / text-to-speech software
- Braille reader
- Screen magnifier
- Speech-to-text software
- Motor assistance (blow-suck tube, mouth stick, and so on)
- Other

Which of the following document formats would meet your needs for accessing our consultations? (select all that apply)

- A standard PDF
- Accessible web pages
- Large-type PDF (16 point text)
- Large-type Word document (16 point text)
- eBook (Kindle, iBooks, or similar format)
- Braille document
- Spoken document
- Other

How many of our consultations have you read in the last 12 months?

More than 5