

TAG EVIDENCE PLAN HEADLINES

| COURSE | EXAM BOARD | Examination Components 40% | NEA 60% | How is the course usually assessed |
|---------------|------------|----------------------------|------------------------------------|---|
| A LEVEL MUSIC | EDEXCEL | Appraising 40% | Performance 30% Composition 30% | Performance – 3 minutes – 30% Composition to brief – 30% Appraising paper 3 exam. 40% |

| Evidence Type | Date of assessment | Assessment details | Controlled environment | Source of assessment | % weighting |
|-----------------------|--------------------|--|--------------------------------|-------------------------------|-------------|
| Formal Assessment | Christmas 2020 | 2 hour appraising paper – Essay Q., SAQ, harmony and identifying cadences Q. | Exam conditions | Past paper | 20 |
| Formal Assessment | Easter 2021 | Performance assessment – minimum 3 minutes – recorded. This is a mock exam. scenario. Evidence will be relevant only in the instance of insufficient subsequent performance. | Small audience | As recommended by exam. board | |
| Formal Assessment | Summer 2021 | Second opportunity to record performance – 3 minutes minimum – best performance put forward | Small audience | As recommended by exam. board | 25 |
| Formal Assessment | Summer 2021 | Appraising paper short and long answer questions based on set works studied this year. 2 hours. | Exam conditions | Past paper questions | 40 |
| Formal Assessment | May 2021 | Unfamiliar listening – 45 minutes writing time. One piece of music with score, provided by MAK (related to the set works, but not prepared) | Exam conditions in classroom | Written answers | 10 |
| Composition Portfolio | May 2020 | Composition to a brief set by the teacher. COVID – routine – disease – recovery Music for ballet/ dance/ theatre production Music for an exhibition (photographs/ paintings) in 3 rooms Music for a memorial for people who have suffered in the pandemic. | Classroom/ remote/ independent | portfolio | 5 |

TAG EVIDENCE PLAN HEADLINES

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|