

# YOUR STEP- BY-STEP GUIDE TO SWITCHING TO EDUQAS

AS/A LEVEL MUSIC



# AS/A LEVEL MUSIC WITH EDUQAS

## WHY CHOOSE US?

- Interesting areas of study include the Development of the Symphony; a choice of Rock and Pop Music, Jazz, or Musical Theatre; and at A level, either Into the Twentieth Century or Into the Twenty-First Century.
- The Area of Study "Into the Twenty-First Century" includes works by living male and female composers giving an insight into the current music industry.
- There is a Symphony to study as a set work, and two short twentieth or twenty-first century pieces, but beyond this the choice of classroom repertoire is left to the teacher who will select music which is relevant to their teaching points and which will be interesting and accessible to the learners in their class.
- Performing is assessed by a visiting examiner, giving a much more realistic scenario than a recording, allowing students to demonstrate their communication of the music to the listener, and giving a real sense of occasion.
- Composition is assessed through two pieces: one written in a Western Classical Style in response to a chosen brief, and one free piece which can be in any genre, allowing candidates to demonstrate and develop their personal style.
- Students can choose whether they wish to be assessed on a longer performance or submit a third composition, allowing them to develop their preferred specialism.

## SUMMARY OF ASSESSMENT (GCE AS)

Eduqas AS	
The Western Classical Tradition (The Development of the Symphony 1750-1830)	
Detailed study of movements 1 and 2 of one symphony and general study of another, within the social, historical and cultural context.	Choose one for detailed study, the other for general study: Haydn, Symphony 104 in D major, <i>London</i> . (Movements 1 and 2) <b>or</b> Mendelssohn, Symphony 4 in A major, <i>Italian</i> . (Movements 1 and 2)
Optional areas – choose 1	
Rock and Pop 1960-1990	Pop Rock (including progressive rock, heavy metal, folk-rock, punk rock) Soul Funk (including disco)
Musical Theatre	Richard Rodgers Leonard Bernstein Stephen Sondheim Claude-Michel Schonberg Andrew Lloyd Webber
Jazz 1920-1950	Ragtime Dixieland Early jazz Big band (including swing) Be-bop
No set works for these areas of study	

## SUMMARY OF ASSESSMENT (A LEVEL)

Eduqas A level	
The Western Classical Tradition (The Development of the Symphony 1750-1900)	
Detailed study of one symphony and general study of another, within the social, historical and cultural context.	Choose one for detailed study, the other for general study: Haydn, Symphony 104 in D major, <i>London</i> . <b>or</b> Mendelssohn, Symphony 4 in A major, <i>Italian</i> .
Optional areas – choose 1	
Rock and Pop 1960-2000 Musical Theatre Jazz 1920-1950	As for AS Music with the addition of: Folk and country As for AS Music with the addition of: Stephen Schwartz As for AS Music with the addition of: Cool jazz
No set works for these areas of study	
Optional areas – choose 1	
Into the Twentieth Century 1895 – 1935	Detailed study of 2 set works. <i>Poulenc, Trio for Oboe, Bassoon and Piano, movement II</i> <b>and</b> <i>Debussy, Three Nocturnes, Number 1, Nuages</i> . Impressionism Expressionism including serialism Neo-classicism
Into the Twenty-first century 1980 - present	Detailed study of 2 set works. <i>Thomas Ades, Asyla, movement 3, Ecstasio</i> <b>and</b> <i>Sally Beamish, String Quartet No 2 (Opus California) Movements 1 (Boardwalk) and 4 (Natural Beamish)</i>  Representative European composers: Hans Werner-Henze, Witold Lutoslawski, Kaija Saariaho, Sofia Gubaidulina, Sally Beamish, Judith Weir, Mark-Anthony Turnage, Thomas Ades.

# MAKE THE SWITCH TO A BOARD THAT WILL SUPPORT YOU

Switching to Eduqas could be the best move you make.

You'll gain access to an unbeatable range of free teaching resources, and our team of subject specialists are on hand to give you all the help and advice you need.

Whether you're with AQA, OCR or Pearson (Edexcel), you can rest assured that switching to Eduqas is straightforward. Simply follow this guide, compare our specifications, and make the switch!

## MAKING THE SWITCH

Switching to Eduqas is simple, just follow these quick and easy steps:

1. Follow our switcher guide for your subject.
2. Register your interest at [www.eduqas.co.uk/switch](http://www.eduqas.co.uk/switch) and receive a printed copy of your chosen specification(s).
3. Visit your qualification page at [www.eduqas.co.uk/qualification](http://www.eduqas.co.uk/qualification), to access the materials you need to begin teaching our specifications.
4. Visit our Digital Resources Website ([resources.eduqas.co.uk](http://resources.eduqas.co.uk)), for free resources that can be used as classroom aids and as revision tools.
5. Contact our subject specialists for subject specific queries, practical advice and guidance.
6. Your Exams Officer will need to register your centre, if your centre is not already registered with us.
7. Once registered, your Exams Officer will be able to provide you with access to our Secure Website ([www.wjecservices.co.uk](http://www.wjecservices.co.uk)), which hosts a wealth of resources that are not available elsewhere.

## WE'RE HERE TO SUPPORT YOU

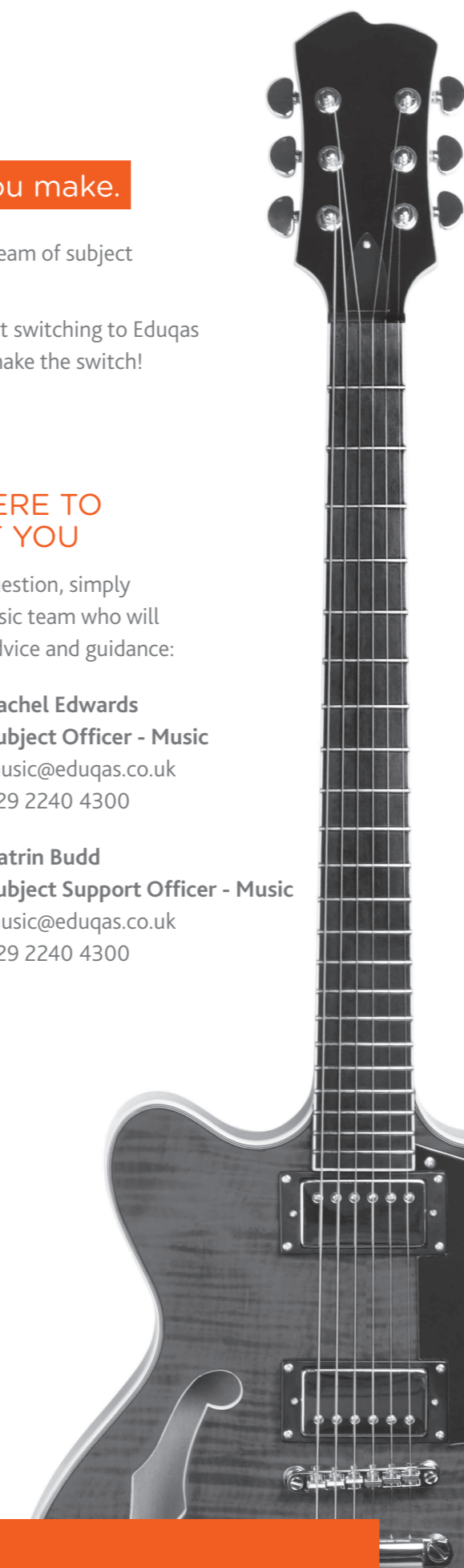
If you have a question, simply contact our Music team who will offer friendly advice and guidance:



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# HELPING YOU MAKE THE SWITCH - COMPARING SPECIFICATIONS

	Compulsory Areas of Study	Any options or choices?	No of set works
<b>Eduqas AS</b>	The Western Classical Tradition (The Development of the Symphony 1750-1830)	Choose 1 from <i>Rock and pop / Jazz / Musical Theatre</i>	2 movements from a symphony
<b>Eduqas A Level</b>	The Western Classical Tradition (The Development of the Symphony 1750-1900)	As above, <b>and</b> choose one of <i>Into the 20th Century / Into 21st Century</i> . Option of increased Performance or Composition	1 symphony 2 short pieces of either 20th/21st century music
<b>AQA AS</b>	Western Classical Tradition 1650-1910	Choose one of <i>Pop Music / Music for Media / Music for Theatre / Jazz / Contemporary Traditional Music</i>	Up to 6 depending on options selected
<b>AQA A Level</b>	Western Classical Tradition 1650-1910	Choose 2 from the list above, with the additional option of <i>Art Music since 1910</i> .	15, ranging from complete sonatas to operatic arias.
<b>OCR AS</b>	Instrumental music of Haydn, Mozart and Beethoven Popular Song: Blues, Jazz, Swing and Big Band.	Choose one from <i>Instrumental Jazz / Baroque Religious music / Programme Music / Innovation in music</i>	5-7 depending on options chosen These change annually
<b>OCR A Level</b>	Instrumental music of Haydn, Mozart and Beethoven Popular Song: Blues, Jazz, Swing and Big Band.	Choose two from the list above Option of increased Performance or Composition	4 These change annually
<b>Edexcel AS</b>	Vocal Music Instrumental Music Music for Film Popular Music and Jazz Fusions New Directions	None	12 are listed, but a number of these comprise several movements/sections
<b>Edexcel A level</b>	Vocal Music Instrumental Music Music for Film Popular Music and Jazz Fusions New Directions	None	18 are listed, but a number of these comprise several movements/sections

Whichever board you are swapping from, Performing and Composing will be very similar. There are also parts of the Appraising Component which will be transferable in terms of the content as well as the skills of analysis and aural discrimination.

If you are swapping from Edexcel, the following list of set works will be relevant to Eduqas:

- Berlioz: *Symphonie Fantastique*, Movement 1 (link to AoS A)
- Kate Bush, *Hounds of Love: Cloudbusting, And dream of sheep, and Under ice*  
Beatles, *Revolver: Eleanor Rigby, Here, there and everywhere, I want to tell you, and Tomorrow never knows* (link to AoS B)
- Debussy, *Estampes: Nos. 1 and 2 (Pagodes and La soirée dans Grenade)*  
Cage, *Three Dances for two prepared pianos: No. 1*  
Kaija Saariaho, *Petals for Violoncello and Live Electronics*  
Stravinsky, *The Rite of Spring: Introduction, The Augurs of Spring, and Ritual of Abduction* (link to AoS E/F)

If you are swapping from AQA, the following specified artists and composers will be relevant to Eduqas:

- Stevie Wonder  
Joni Mitchell (link to AoS B)
- Richard Rodgers  
Stephen Sondheim  
Claude-Michel Shonberg (link to AoS C)
- Louis Armstrong  
Duke Ellington  
Charlie Parker  
Miles Davis(link to AoS D)
- Steve Reich  
James MacMillan (link to AoS F)

If you are swapping from OCR, the following areas of study will be relevant to Eduqas:

- Popular Song: Blues, Jazz, Swing and Big Band. (link to AoS B/C)
- Developments in Instrumental Jazz 1910 to the present day (link to AoS C)
- Programme Music 1820 – 1910 (link to AoS A)
- Innovation in music 1900 to the present day (link to AoS E/F)

# THE SUPPORT YOU NEED

## FREE TAILORED MUSIC DIGITAL RESOURCES

We've created a wealth of free digital resources to support our qualifications. They have been developed to enhance learning, stimulate classroom discussion, and encourage student engagement. Access our resources today at [resources.eduqas.co.uk](https://resources.eduqas.co.uk)

## REGIONAL SUPPORT

Our Regional Support Team are also on hand to offer free support in the delivery of our qualifications. They can also give you face-to-face advice on our range of qualifications, online resources, CPD and curriculum developments. To book a visit or to find out more, please visit [www.eduqas.co.uk/RegionalSupportTeam](https://www.eduqas.co.uk/RegionalSupportTeam)



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## TEACHERS WHO HAVE MADE THE SWITCH

"A well balanced, accessible and interesting course. I recommend."

"Much prefer this spec with its emphasis on the deep learning of fewer styles and pieces. Very happy with visiting performance examiner and (so far) very fair composition marking."

"I am loving it as it allows all kids to access the learning. There is also fantastic support."

"Great spec. Great support. Great community. Win win."

"Huge support from the board with Eduqas and an excellent network of teachers to share resources."

"A joy to teach in depth again so kids learn skills rather than lists of things and so much freedom to cross reference any other pieces you enjoy/are relevant."

"My students know more about the classical and romantic symphony than most undergrads."

"I like the choice of specialism, and the customer service is incomparable!"

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