

A LEVEL

Examiners' report

MUSIC

H543

For first teaching in 2016

H543/01/02 Summer 2024 series

Contents

Introduction	3
General overview	4
Most common causes of centres not passing	5
Common misconceptions	5
Avoiding potential malpractice	5
Helpful resources	5
Additional comments	5

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

General overview

It is always a pleasure listening to candidates' performances which are the culmination of many years of practice and preparation, and examiners reported hearing a very wide variety of instruments also. Teachers and accompanists are thanked for their work and dedication in helping candidates flourish in this component.

Most centres uploaded the necessary video recordings, scores and coversheets to the repository successfully and on time. However, there were some anomalies, where items were missing, or were in an unhelpful format, or could not be opened. This delays the marking of candidates' work. There are still some submissions on memory sticks being sent to examiners by post. As mentioned previously, examiners are advised not to open these, and centres are contacted by OCR with alternative ways to upload the material.

Scores that appear as one continuous PDF document are the most helpful, and centres are urged to do this. The least helpful are photographs of individual pages that then have to be opened individually. Sometimes pages are upside down or there are pages missing.

Cover sheets need to be included, as examiners cannot assess candidates' work if they do not know which pieces are intended for each section.

Videos also need to be compressed; some took an extremely long time to download due to their size.

Important specification guidance

Centres do need to ensure that a candidate's recital is recorded as one complete, unedited performance on one occasion only.

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> performed music that was appropriate to their level of competence played for the appropriate amount of time took time to check the balance of backing tracks tuned carefully throughout the recital demonstrated sound stylistic awareness and critical understanding of the music being performed, including improvised solos submitted accurate scores that reflected what was performed, and differences/additions clearly annotated performed with a sense of stage presence and outward facing communication were clearly seen on the video, not hidden behind pianos or music stands showed secure ensemble and balance with accompanist. 	<ul style="list-style-type: none"> performed music that was too difficult for them did not perform for at least the minimum time required performed for considerably over the minimum time, often tiring. performed with a backing track that was too loud or too soft, or had an audible click track submitted scores that bore little resemblance to what they actually performed did not include sufficient rhythmic, structural, and performance details on tab scores did not tune carefully and often enough performed with their backs to the camera or into the music stand lacked outward projection and communication of the musical message showed limited stylistic awareness.

Most common causes of centres not passing

Very few candidates do not pass in this area, as it is usually a strength. If they don't, it is usually due to insufficient knowledge of the music, lack of technical control and musical detail.

Please make sure the duration of the pieces reach the minimum requirements as detailed in the specification.

Common misconceptions

Candidates do not need to announce their pieces.

Avoiding potential malpractice

Make sure the whole recital is recorded in one unedited take as stated in the specification.

Helpful resources

OCR can help with uploading recital materials.

Additional comments

Any performance on a second instrument needs to be at least of the same level as the first instrument.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?


If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk


For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.