

Comparative document

(Version 1.0 April 2012 compared with Version 1.1 April 2014)

Higher Music Technology Course Assessment Specification (C751 76)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Valid from August 2014

This edition: April ~~2012~~2014, version 1.0-1

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title: Higher Music Technology

SCQF level: 6 (24 SCQF credit points)

Course code: ~~to be advised~~ C751 76

Course assessment code: ~~to be advised~~ X751 76

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — assignment	70 marks
Component 2 — question paper	30 marks
Total marks	100 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

Through the Units, learners will develop music technology skills, and knowledge and understanding of key concepts, relevant to 20th and 21st century music.

The added value consists of the following.

To achieve success in the Course, learners must show that they can apply a breadth of knowledge and skills developed through the Units.

The assignment requires learners to demonstrate aspects of challenge and application in a practical context. Learners will apply knowledge and skills from the Units to plan, implement and evaluate a creative production using music technology.

The question paper requires learners to apply knowledge from across the Units, depth of understanding and listening skills to answer appropriately challenging questions about music and music technology concepts.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components, an assignment and a question paper.

Component 1 — assignment

The purpose of the assignment is to assess practical application of knowledge and skills from the Units to plan, implement and evaluate a creative production using music technology.

The assignment will be a meaningful and appropriately challenging task requiring breadth, challenge and application. The learner will draw on and apply technological and ~~musical~~ music skills and knowledge, at an appropriate level, developed through the units of the Course. The creative production may be in any appropriate context such as (but not limited to) live performance, radio broadcast, composing and sound design for film, TV themes, adverts and computer gaming.

Time will be required for:

- ◆ preparation for the assignment, which could include considering exemplars and practising required skills
- ◆ carrying out the stages of the assignment
- ◆ evaluating the process and completed product

The completed product should clearly demonstrate application of knowledge and skills, at an appropriate level, from each of the three Units of the Course (as defined in the Further mandatory information on Course coverage section of this document).

The assignment will have 70 marks ~~(70% of the total mark)~~ out of a total of 100 marks. This is 70% of the overall marks for the Course assessment.

The production should:

- ◆ involve multiple parts, and should involve the use of appropriate microphone techniques
- ◆ involve complex sound design involving a wide range of processes and effects
- ◆ use (and justify) appropriate techniques to capture, manipulate and sequence audio
- ◆ apply accurate synchronization and sequencing
- ◆ demonstrate (and justify) creative and appropriate use of music from more than one genre or style
- ◆ involve a combination of two or more different contexts (eg recording a small group and incorporating that into a radio broadcast or into the sound design for a film or animation)
- ◆ be at least 4 minutes in length

Marks will be awarded for:

- ◆ planning the production 15 marks
- ◆ implementing the production 45 marks
- ◆ evaluating the production 10 marks

Evidence should include:

- ◆ a formal plan for the production, which includes explanations and justifications for all decisions relating to technological and musical aspects of the production (in written, electronic and/or oral form)
- ◆ the completed audio master
- ◆ a detailed record of progress through the task (such as an electronic log or diary maintained by the learner)
- ◆ a report which is clear, detailed and relevant, evaluating the production and the development process against clearly stated criteria (in written, electronic and/or oral form)

Component 2 — question paper

The purpose of the question paper is to assess breadth of knowledge from across the Units, depth of understanding and application of this knowledge and understanding to answer appropriately challenging questions.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ knowledge and understanding of 20th and 21st century musicalmusic styles and genres, musicalmusic concepts and aspects of music technology

The question paper will have 30 marks (out of a total of 100 marks. This is 30% of the total mark)- overall marks for the Course assessment.

It will consist of questions in response to music and audio excerpts in a range of 20th and 21st century styles and genres. A range of question types will be used, assessing understanding of relevant musicalmusic and technological concepts.

All questions in the paper are compulsory.

This question paper will be based on application of the concepts listed in the tables provided in the Further mandatory information on Course coverage section at the end of this document.

Setting, conducting and marking of assessment

Controlled assessment — assignment

The assignment is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

The content of the production will be agreed by the teacher/lecturer and learner. The teacher/lecturer will ensure that the production is of an appropriate standard and incorporates application of skills and concepts from the Units of the Course.

Setting the assessment

Set by centres within SQA guidelines.

- ◆ The specification for the assignment will be agreed between the learner and the teacher/lecturer.
- ◆ The agreed specification should allow the learner to demonstrate competence in a range of advanced recording, editing and mixing skills, in creative ways.
- ◆ The assignment will be a meaningful and appropriately challenging task, which should clearly demonstrate application of knowledge and skills, at an appropriate level, as defined in the Further mandatory information on Course coverage section of this document.
- ◆ An appropriate assignment will allow the learner to:
 - apply technical skills developed in the Music Technology Skills (Higher) Unit,
 - show musical understanding developed in the Understanding 20th and 21st Century Music (Higher) Unit and ~~understanding of context developed in the Music Technology in Context (Higher) Unit.~~
- ~~◆ The production should involve a minimum of six parts, at least two of which should involve the use of a microphone.~~
 - apply understanding of context developed in the Music Technology in Context (Higher) Unit.
- ◆ The teacher/lecturer will provide overall guidelines for the assignment and a list of questions, tasks and prompts that will lead learners through the assignment in clear stages.

Conducting the assessment

Conducted under some supervision and control.

- ◆ The assignment will be carried out under open-book conditions, but supervised to ensure that the work presented is the learner's own work.
- ◆ The teacher/lecturer may give learners some support and guidance if required to help them progress to the next stage of the task, but where any significant amount of support is required, this should be recorded by the learner and will be reflected in the marks awarded.
- ◆ Once the assignment has been completed and submitted, it should not be returned to the learner for further work to improve their mark.

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 1 hour.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Higher Music Technology Course. Course assessment will involve sampling the skills, knowledge and understanding. These tables and lists should be read in conjunction with the descriptions of the question paper and assignment.

This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Component 1 — assignment

~~The Course assessment (purpose of the assignment and question paper) will require learners to draw on and apply assess practical application of knowledge of any of the concepts and terms listed below. In addition, learners and skills from across the Course to plan, implement and evaluate a completed production. This will be underpinned by knowledge and understanding of music will include and build on the mandatory concepts for the National 4 and National 5 Music Technology Courses. These tables should be read in conjunction with the descriptions of the question paper and assignment.~~

~~Learners are expected to study all of the mandatory and music and technological concepts in the tables below. technology equipment and techniques~~

Technological developments	Technological terms	Styles and genres
Stereo LPs	Ambience	Musique concrète
Bass guitar	Clipping	Impressionist
Electronic drum kit	File compression	Jazz funk
Cassette recorder / player / tape	Impedance	Soul music
DJ decks / mixer	Patch	Indie
Minidisk	Parameters	New wave
Sequencer	Proximity effect	
Streaming audio	Simulator	
	Track object	
	Velocity	

Melody/harmony	Rhythm/tempe	Texture/structure/form	Timbre/dynamics
Relative major/minor	Time changes	Through-composed	Harmonics
Interval	Irregular time signatures		Accents
Inversion			Staccato marks
			Phrase marks

Learners are expected to use a range of controls, effects and processes in their assignment drawn from the following lists (those in *italic* are assumed from prior experience, such as study of the National 3, 4 and 5 Music Technology Courses):

Controls and effects:

- ◆ *delay, EQ (equalisation), gain/trim, mono(phonic), panning, playback, record, reverb(eration), stereo(phonic), time domain*
- ◆ *compression/expansion, effects (FX), fader, line level, microphone level, tone control, transport bar/controls*
- ◆ *auxiliary in(put)/out(put) (Aux), auxiliary send/return, boost EQ/cut EQ, chorus effect and depth, close mic'd, dB (decibels), gated reverb(ation) (reverb), LFO, limiter, noise gate, pitch bend, punch in/out, wah-wah/envelope filter*
- ◆ *cut-off frequency, limiter, graphical EQ, harmoniser, low-pass and high-pass filters, modulation controller, parametric EQ, phase/phaser/flanger, pitch shift, pre-/post-fade, portamento, shelving EQ, time compression/time expansion, shelving equalisation, signal-to-noise-ratio Q (bandwidth), tremolo/vibrato, triggering*

Processes:

- ◆ *backup copy, format, mix/mixing/balance, normalising, sampled, save, audio/stereo master, USB (port)*
- ◆ *click track, copy, cut and paste, effects pedals, final mix, general MIDI (GM), guide vocal, import/export, input/output, mute, overdub, peak, sequencer, signal path, synchronisation (sync), WAV/AIFF file*
- ◆ *beat-matching, digital processor, drop in/out, fade in/out, import/export, latency, locators, markers, multi effects processor, quantisation, vocal enhancer*
- ◆ *ADSR envelope (attack/decay/sustain/release), autotune, crossfade, de-esser, filter, insert point, plug-ins, sample editor, sample frequency, submix, threshold, vocoder*

Component 2 — question paper

The purpose of the question paper is to assess breadth of knowledge from across the Course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

The question paper Component of Course assessment will require learners to draw on and apply knowledge and understanding of a sample of all the technological terms and music concepts listed in the tables below, and the controls, effects and process above. Questions will be based on music excerpts from the styles and genres listed. Learners are expected to be able to identify examples of these styles and genres, but will not require detailed knowledge of sub-genres. Some questions may also be based on audio, rather than music, excerpts.

In addition, learners' knowledge and understanding of music and music technology will include and build on the corresponding lists of technological terms, styles and genres, music concepts, controls, effects and processes for the National 4 and National 5 Music Technology Courses.

<u>Technological terms</u>	<u>Styles and genres</u>
<u>Ambience</u> <u>Clipping</u> <u>File compression</u> <u>Impedance</u> <u>Patch</u> <u>Parameters</u> <u>Track object</u> <u>Velocity</u>	<u>Jazz funk</u> <u>Soul/R 'n' B</u> <u>Indie</u> <u>New wave</u> <u>Electroacoustic</u> <u>Reggae</u> <u>World music</u> <u>20th/21st Century classical music</u>

Note: Although excerpts of world music or 20th/21st century classical music may be used as a context for questions in the question paper, learners will not be expected to have an in-depth knowledge of these genres.

<u>Melody/harmony</u>	<u>Rhythm/tempo</u>	<u>Texture/structure/form</u>	<u>Timbre/dynamics</u>
<u>Relative major/minor</u> <u>Interval</u> <u>Inversion</u>	<u>Time changes</u> <u>Irregular time signatures</u>	<u>Through-composed</u>	<u>Harmonics</u> <u>Accents</u> <u>Staccato marks</u> <u>Phrase marks</u>

Administrative information

Published: April ~~2012~~2014 (version 1.01)

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	<u>1.1</u>	<u>Structure and coverage of the Course assessment section: clarification of purpose and requirements of assignment and question paper.</u> <u>Setting, conducting and marking of assessment section: clarification of setting the assignment.</u> <u>Lists of genres and concepts in Further mandatory information section reordered and updated.</u>	<u>Qualifications Development Manager</u>	<u>April 2014</u>

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