



Advanced Higher
Coursework
Assessment Task



Advanced Higher Music

Performance

Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It **must** be read in conjunction with the course specification.

Valid from session 2019-20 and until further notice.

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Introduction

This document contains recording documentation and instructions for candidates for the Advanced Higher Music performance(s). You must read it in conjunction with the course specification.

The performance on instrument 1 or voice is a mandatory course assessment component. This performance is worth 30 marks. This is 25% of the overall marks for the course assessment.

The performance on instrument 2 is an optional course assessment component. Candidates choose either this **or** the portfolio. The performance on instrument 2 is worth 30 marks. This is 25% of the overall marks for the course assessment.

If candidates choose performance on instrument 1 or voice **and** performance on instrument 2, this is worth 50% of the overall marks for the course assessment.

Recording documentation

This section includes a scaling table and an example of a candidate assessment record for illustrative purposes.

The number of pieces of music performed by candidates varies. The marks for each piece of music are added together by the SQA visiting assessor, and scaling is used to determine a final overall mark for each instrument and/or voice.

Candidate assessment record

| Instrument 1 or voice | 9-10 | 7-8 | 5-6 | 3-4 | 0-2 | Mark /10 | Comments |
|------------------------------------|------|-----|-----|-----|-----|----------|----------|
| Piece 1: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 2: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 3: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 4: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |

| Instrument 1 or voice | 9-10 | 7-8 | 5-6 | 3-4 | 0-2 | Mark /10 | Comments |
|---|------|-----|-----|-----|-----|------------|----------|
| Piece 5: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 6: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 7: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 8: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Total mark: instrument 1 or voice | | | | | | | |
| Final scaled mark: instrument 1 or voice | | | | | | /30 | |

| Instrument 2 or voice | 9-10 | 7-8 | 5-6 | 3-4 | 0-2 | Mark /10 | Comments |
|------------------------------------|------|-----|-----|-----|-----|----------|----------|
| Piece 1: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 2: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 3: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 4: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |

| Instrument 2 or voice | 9-10 | 7-8 | 5-6 | 3-4 | 0-2 | Mark /10 | Comments |
|--|------|-----|-----|-----|-----|----------|----------|
| Piece 5: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 6: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 7: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 8: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Total mark: instrument 2 or voice | | | | | | | |
| Final scaled mark: instrument 2 or voice | | | | | | | /30 |

Advanced Higher Music performance – scaling table

| Scaled mark | Number of pieces | | | | | | |
|-------------|------------------|----|-------|-------|-------|-------|-------|
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | | 1 | 1 | 1-2 | 1-2 | 2-3 | 2-3 |
| 2 | 1 | 2 | 2-3 | 3-4 | 3-4 | 4-5 | 4-6 |
| 3 | 2 | 3 | 4 | 5 | 5-6 | 6-8 | 7-9 |
| 4 | | 4 | 5 | 6-7 | 7-8 | 9-10 | 10-11 |
| 5 | 3 | 5 | 6-7 | 8-9 | 9-10 | 11-12 | 12-14 |
| 6 | 4 | 6 | 8 | 10 | 11-12 | 13-15 | 15-17 |
| 7 | | 7 | 9 | 11-12 | 13-14 | 16-17 | 18-19 |
| 8 | 5 | 8 | 10-11 | 13-14 | 15-16 | 18-19 | 20-22 |
| 9 | 6 | 9 | 12 | 15 | 17-18 | 20-22 | 23-25 |
| 10 | | 10 | 13 | 16-17 | 19-20 | 23-24 | 26-27 |
| 11 | 7 | 11 | 14-15 | 18-19 | 21-22 | 25-26 | 28-30 |
| 12 | 8 | 12 | 16 | 20 | 23-24 | 27-29 | 31-33 |
| 13 | | 13 | 17 | 21-22 | 25-26 | 30-31 | 34-35 |
| 14 | 9 | 14 | 18-19 | 23-24 | 27-28 | 32-33 | 36-38 |
| 15 | 10 | 15 | 20 | 25 | 29-30 | 34-36 | 39-41 |
| 16 | | 16 | 21 | 26-27 | 31-32 | 37-38 | 42-43 |
| 17 | 11 | 17 | 22-23 | 28-29 | 33-34 | 39-40 | 44-46 |
| 18 | 12 | 18 | 24 | 30 | 35-36 | 41-43 | 47-49 |
| 19 | | 19 | 25 | 31-32 | 37-38 | 44-45 | 50-51 |
| 20 | 13 | 20 | 26-27 | 33-34 | 39-40 | 46-47 | 52-54 |
| 21 | 14 | 21 | 28 | 35 | 41-42 | 48-50 | 55-57 |
| 22 | | 22 | 29 | 36-37 | 43-44 | 51-52 | 58-59 |
| 23 | 15 | 23 | 30-31 | 38-39 | 45-46 | 53-54 | 60-62 |
| 24 | 16 | 24 | 32 | 40 | 47-48 | 55-57 | 63-65 |
| 25 | | 25 | 33 | 41-42 | 49-50 | 58-59 | 66-67 |
| 26 | 17 | 26 | 34-35 | 43-44 | 51-52 | 60-61 | 68-70 |
| 27 | 18 | 27 | 36 | 45 | 53-54 | 62-64 | 71-73 |
| 28 | | 28 | 37 | 46-47 | 55-56 | 65-66 | 74-75 |
| 29 | 19 | 29 | 38-39 | 48-49 | 57-58 | 67-68 | 76-78 |
| 30 | 20 | 30 | 40 | 50 | 59-60 | 69-70 | 79-80 |

An example of a candidate assessment record is provided on the following page. In the example, two pieces are awarded a total of 14 marks.

Using the scaling table above, the SQA visiting assessor would select 2 for the number of pieces (second row), then follow down that column to the grid square that contains 14, then look left to the scaled mark column to see a final mark of 21.

Example of a candidate assessment record

| Instrument 1 or voice | 9-10 | 7-8 | 5-6 | 3-4 | 0-2 | Mark /10 | Comments |
|--|------|-----|-----|-----|-----|----------|---|
| Piece 1: 'ABC' | | | | | | 8 | An excellent level of melodic and rhythmic accuracy; however, dynamics were not observed satisfactorily. Overall, this was a secure performance. |
| Melodic accuracy and/or intonation | ✓ | | | | | | |
| Rhythmic accuracy | ✓ | | | | | | |
| Tempo and flow | | ✓ | | | | | |
| Mood and character | | ✓ | | | | | |
| Tone | | ✓ | | | | | |
| Dynamics | | | | ✓ | | | |
| | | | | | | | |
| Piece 2: 'XYZ' | | | | | | 6 | A secure level of rhythmic accuracy and an appropriate tempo and flow. There were some melodic errors. Overall, this was a mainly accurate performance. |
| Melodic accuracy and/or intonation | | | ✓ | | | | |
| Rhythmic accuracy | | ✓ | | | | | |
| Tempo and flow | | ✓ | | | | | |
| Mood and character | | | ✓ | | | | |
| Tone | | | ✓ | | | | |
| Dynamics | | | ✓ | | | | |
| | | | | | | | |
| Piece 3: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Piece 4: | | | | | | | |
| Melodic accuracy and/or intonation | | | | | | | |
| Rhythmic accuracy | | | | | | | |
| Tempo and flow | | | | | | | |
| Mood and character | | | | | | | |
| Tone | | | | | | | |
| Dynamics | | | | | | | |
| | | | | | | | |
| Total mark: instrument 1 or voice | | | | | | | 14 |
| Final scaled mark: instrument 1 or voice | | | | | | | 21/30 |

Marking instructions

The marking instructions for the Advanced Higher Music performance are in the course specification.

Instructions for candidates

This assessment applies to the performance for Advanced Higher Music.

Performances are worth 30 marks each. If you are performing on one instrument or voice, this is 25% of the overall marks for the course assessment. If you are performing on two instruments, or one instrument and voice, this is worth 50% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ presenting a prepared programme of music at Grade 5 or above on two selected instruments or one instrument and voice, either solo and/or in a group setting
- ◆ performing using technical and musical skills in relation to:
 - melodic accuracy and/or intonation
 - rhythmic accuracy
 - tempo and flow of the music
 - mood and character
 - instrumental or vocal tone
 - dynamics

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

Performance on two instruments

If you are performing on **two** instruments **or** one instrument and voice, you have to:

- ◆ select a minimum of two pieces of contrasting music for each of your two instruments, or for your instrument and voice
- ◆ agree your choice of music with your teacher or lecturer
- ◆ perform your programme of music either solo and/or in a group setting to an SQA visiting assessor

Your overall performance programme must last a minimum of **18 minutes** and a maximum of **20 minutes**. You do not need to perform for an equal length of time on each instrument, or instrument and voice. The performance time on either of your two instruments must be a minimum of **6 minutes** within your overall programme.

You can perform more than two pieces of music on each of your instruments (or voice). Each piece is marked out of 10 and the SQA visiting assessor uses a process called scaling to adjust your total mark. No matter how many pieces you perform, your total mark for performing on each instrument (or voice) is always out of 30.

Performance on one instrument

If you are performing on **one** instrument or voice, you have to:

- ◆ select a minimum of two pieces of contrasting music for your instrument or voice
- ◆ agree your choice of music with your teacher or lecturer
- ◆ perform your programme of music either solo and/or in a group setting to an SQA visiting assessor

Your performance must last a minimum of **6 minutes** and a maximum of **8 minutes**.

You can perform more than two pieces of music on your instrument or voice. Each piece is marked out of 10 and the SQA visiting assessor uses a process called scaling to adjust your total mark. No matter how many pieces you perform, your total mark for performing on your instrument or voice is always out of 30.

Administrative information

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History of changes

| Version | Description of change | Date |
|---------|-----------------------|------|
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Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

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