Higher
Course Assessment
Specification

Higher Music Course Assessment Specification (C750 76)

Valid from August 2014

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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
SCQF level:	6 (24 SCQF credit points)
Course code:	C750 76
Course assessment code:	X750 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 — performance	60 marks
Component 2 — question paper	40 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:

- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The added value consists of:

- preparing and performing a programme of music on two selected instruments, or instrument and voice; this activity will be underpinned by knowledge and understanding of music
- demonstrating a depth of knowledge and understanding of music, music concepts, and musical literacy developed across the Units and the Course

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: a performance, and a question paper.

Component 1 — performance

The purpose of the performance is to allow learners to demonstrate their performance and musical skills on either two selected instruments, or on a selected instrument and voice, in a twelve-minute prepared programme of music.

The performance can be solo and/or in a group setting. The overall programme length must not exceed thirteen minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of four minutes within the overall twelve-minute programme.

Learners should perform a minimum of two contrasting pieces of music on each of the two selected instruments, or instrument and voice. These should be of an appropriate standard/level of difficulty.

This performance will give learners the opportunity to demonstrate the following skills:

- the ability to perform a prepared programme of music on two selected instruments, or one instrument and voice, either solo and/or in a group setting
- the ability to maintain musical flow and realise the composer's intentions when performing

This performance will have 60 marks (60% of the total mark). The same overall mark weighting will apply to each instrument/voice in the programme (30/30).

Marking of the performance should be approached holistically. Each piece of music in the programme will be given a mark out of 10.

Marks will be awarded as appropriate, for:

- melodic accuracy/intonation
- rhythmic accuracy
- maintaining the tempo and flow of the music
- conveying mood and character
- tone
- dynamics

As the total number of pieces of music in the programme will be variable, scaling will be used to determine the final mark for each instrument/voice.

Component 2 — question paper

The purpose of the question paper is to test the learners' knowledge and understanding of music concepts and music literacy.

Learners will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to musical excerpts and music concepts and styles. A range of question types will be used in the question paper, allowing scope for assessing a variety of music concepts and understanding of music literacy. All questions in the paper are compulsory.

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

- aural discriminatory ability
- knowledge of a range of music concepts, music literacy and music styles

This question paper will have 40 marks (40% of the total marks).

Marks will be awarded for:

- an understanding of the concept content for the Course
- the ability to identify concepts in a range of music excerpts and styles in both straightforward and more complex contexts
- knowledge and application of music literacy

Setting, conducting and marking of assessment

Controlled assessment — performance

This performance is:

- set by centres within SQA guidelines
- conducted under a high degree of supervision and control

The performance will be marked by an SQA Visiting Assessor.

All marking will be quality assured by SQA.

Setting the assessment

Set by centres within SQA guidelines.

Conducting the assessment

Conducted under a high degree of supervision and control.

The programme for the performance will be agreed by the teacher/lecturer and learner. The teacher/lecturer will ensure that the music is of an appropriate standard. The full programme of music will be performed in front of an SQA Visiting Assessor.

In preparation for the performance, the learner will require practice and rehearsal time.

Centres should ensure that time before the performance is sufficient to prepare and warm up the instruments. Centres are also responsible for identifying the title and duration of individual pieces of music on the learner's assessment record sheets before the assessment event.

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 one hour.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Higher Music Course. Course assessment will involve sampling the skills, knowledge and understanding from the Course. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Performance

In the performance, learners will consolidate, develop and refine the skills developed in the *Music: Performing Skills* (Higher) Unit. The list of approved instruments and combinations of instruments is provided in Appendix 1. Learners in centres, opting to play and perform on two music instruments, should refer to this list.

Learners will select an appropriate programme of music in consultation with their teacher/lecturer. At Higher level, it is expected that the learners would be more involved in selecting suitable pieces of music, with the teacher/lecturer acting as facilitator. Music should be of an appropriate level of challenge in terms of complexity of demand. The music programme must be designed to allow the learner to demonstrate a sufficient level of technical and musical skills.

Question paper

All learners will draw on skills in discriminatory aural awareness, knowledge and understanding of level-specific music concepts and music literacy and analysis of music. These skills will have been developed throughout the Course.

Details of these mandatory styles and the expected level of music literacy and music concepts are provided in the music concept list for the Higher Course (Appendix 2).

The mandatory concepts in the Music (Higher) Course build on previous knowledge and understanding of music concepts in Music Courses at lower SQCF levels. Learners are expected to have a secure understanding of the mandatory concepts at National 3, National 4 and National 5 level, in addition to knowledge and understanding of the level-specific Higher music concepts.

Appendix 1: Approved instruments and combinations of instruments

Any requests about the presentation of other instruments not contained in this grid should be sent to SQA.

	Accordion (Free Bass)	Accordion (Stradella)	Bagpipes (Scottish)	Baritone and Euphonium	Bassoon	Bass Guitar	Cello	Clarinet	Clarsach	Double Bass	Drumkit	Flute	Guitar (Classical)	Guitar (Electric and Acoustic)	Harp	Horn in F	Horn (Tenor) Cornet (Eb)	Keyboard (Electronic)	Mandolin	Oboe	Organ (Electronic)	Organ (Pipe)	Piano	Pipe Band Drumming	Recorder (Descant) see Page 111	Recorder (Treble) see Page 111	Saxophone (Alto and Baritone)	Saxophone (Soprano and Tenor)	Scots Fiddle	Snare Drum	Timpani	Tin Whistle	Trombone (Tenor)	Trumpet (Bb cornet and Fugel)	Tuba	Tuned Percussion	Ukulele	Viola	Violin	Voice
Accordion (Free Bass)	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Accordion (Stradella)	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bagpipes (Scottish)	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Baritone and Euphonium	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓
Bassoon	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bass Guitar	✓	✓	✓	✓	✓	×	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cello	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clarinet	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clarsach	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Double Bass	✓	✓	✓	✓	✓	×	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drumkit	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓
Flute	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Guitar (Classical)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓
Guitar (Electric and Acoustic)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓
Harp	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Horn in F	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓
Horn (Tenor) Cornet (Eb)	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓
Mandolin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓
Keyboard (Electronic)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	×	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oboe	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Organ (Electronic)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	×	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Organ (Pipe)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Piano	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	×	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pipe Band Drumming	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recorder (Descant)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
Recorder (Treble)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
Saxophone (Alto and Baritone)	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Saxophone (Soprano and Tenor)	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scots Fiddle	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓
Snare Drum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timpani	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tin Whistle	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
Trombone (Tenor)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓
Trumpet (Bb cornet and Fugel)	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	×	✓	✓	✓	✓
Tuba	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓
Tuned Percussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
Ukulele	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓
Viola	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓
Violin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	×	×	✓
Voice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×

Appendix 2: Music concept list (Higher level mandatory concepts)

At this level, learners' knowledge and understanding of music will include and build on the mandatory music concepts for the National 3, National 4 and National 5 level Courses, in addition to the Higher concepts listed below.

Contexts for learning Knowledge and understanding of music will be developed by performing, listening to and composing music in this Course.				
Styles	**Melody/ harmony**	**Rhythm/ tempo**	**Texture/structure/ form**	**Timbre/ dynamics**
Sonata	Mode/modal	3 against 2	Through-composed	Tremolando
Oratorio	Relative major/minor	Time changes	Da capo aria	Harmonics
Impressionist	Interval	Irregular time signatures	Lied	Coloratura
Musique concrete	Obbligato (instrumental)	Augmentation	Passacaglia	Ripieno
Plainchant	Acciaccatura	Diminution	Concerto grosso	Concertino
Mass	Mordent		Sonata form	String quartet
String quartets	Plagal cadence		Exposition	
Recitative	Interrupted cadence		Subject	
Chamber music	Tierce de Picardie		Basso continuo	
Jazz funk	Dominant 7th		Ritornello	
Soul music	Diminished 7th			
	Added 6th			
	Harmonic minor scale			
	Melodic minor scale			

Music literacy content				
Styles	**Melody/ harmony**	**Rhythm/ tempo**	**Texture/ structure/form**	**Timbre/ dynamics**
	Bass clef — E–C Note naming and transposing into bass clef Chords I, IV, V and VI in major and minor keys — diminished, dominant Naming and writing diatonic intervals formed from the tonic	6 8 time Quavers Crotchets Dotted crotchets Dotted minims Triplets Rests — Quaver, Crotchet, Dotted crotchet, Minim, Semibreve Da capo ***dc***		Slurs Accents Staccato marks Phrase marks

Administrative information

Published: April 2015 (version 2.0)

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Page 5 — Description of Component 1 updated: the overall programme length must now not exceed thirteen minutes. Description of Component 2 rephrased to align with the wording used for National 5. Page 7 — Setting, conducting and marking of assessment section updated: clarification of conducting the performance Component. Page 8 — Further mandatory information section revised: 'and analysis of music' added to the description of the question paper. Pages 9–11 — Information in Appendices 1 and 2 reordered and reformatted.	Qualifications Development Manager	April 2014
	2.0	Appendix 1 updated to include Ukulele as an approved instrument and Bagpipes (Scottish) with Tin Whistle as an approved combination of instruments.	Qualifications Manager	April 2015

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