



National 5
Course Assessment
Specification



National 5 Music Course Assessment Specification (C750 75)

Valid from August 2013

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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:	National 5 Music
SCQF level:	5 (24 SCQF credit points)
Course code:	C750 75
Course assessment code:	X750 75

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

This 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 this 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 an eight-minute prepared programme of music.

The performance can be solo and/or in a group setting. The overall programme length must not exceed eight and a half minutes. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of two minutes within the overall eight-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 an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ 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 this question paper is to test 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 question 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 straightforward contexts
- ◆ knowledge and application of musical 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 45 minutes.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the National 5 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* (National 5) Unit. The list of approved instruments and combinations of instruments is provided in Appendix 1. Learners 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. Music should be of an appropriate level in terms of complexity of demand. The music programme must be designed to allow the learner to demonstrate 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, 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 knowledge of music concepts are provided in the music concept list for the National 5 Course (Appendix 2).

The mandatory concepts in the Music (National 5) 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 level, in addition to knowledge and understanding of the level-specific National 5 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										
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Appendix 2: Music concept list (National 5 level mandatory concepts)

Contexts for learning				
Styles	Melody/ harmony	Rhythm/ tempo	Texture/ structure/form	Timbre/ dynamics
Symphony Gospel Classical Pibroch Celtic rock Bothy ballad Waulking song Gaelic psalm Aria Chorus Minimalist Indian	Atonal, cluster Chord progression — VI major Imperfect/perfect cadences Inverted pedal Chromatic Whole tone scale Grace note Glissando Modulation Contrary motion Trill Syllabic Melismatic Countermelody Descant (voice) Pitch bend Tone/semitone	Rubato Ritardando Moderato Cross rhythms Compound time — 6 9 12 8 8 8	Strophic Binary — AB Rondo (ABACA...) — episode Alberti bass Walking bass Ground bass Homophonic Polyphonic Contrapuntal Coda	Piccolo, oboe, bassoon (French) horn, tuba Viola Castanets, hi-hat cymbals, bongo drums Clarsach bodhran Sitar, tabla arco, pizzicato Con sordino Flutter tonguing Rolls Reverb Mezzo soprano, baritone A cappella
Music literacy				
	Tones, semi tones, accidentals — flats, sharps and naturals Scales and key signatures — C major, G major and F major, A minor Chords — C major, G major, F major and A minor Leaps	Dotted rhythms Dotted crotchet Dotted quaver Scotch snap 1st and 2nd time bars		<i>ff</i> — fortissimo <i>pp</i> — pianissimo <i>sfz</i> — sforzando

Administrative information

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History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Clarification of wording — Course assessment components; setting, conducting and marking; further mandatory information sections. Further information and clarification on scope and structure of the performance and question paper given in the 'Structure and coverage of Course assessment' section. 'Further mandatory information' section divided into separate parts for performance and question paper.	Qualifications Development Manager	June 2013
	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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