



National 5
Course Assessment
Specification



National 5 Music Technology Course Assessment Specification (C751 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 Technology
SCQF level:	5 (24 SCQF credit points)
Course code:	C751 75
Course assessment code:	X751 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 — 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 challenge and application. The learner will draw on and apply technological and musical 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).

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 record of progress through the task (such as an electronic log or diary maintained by the learner)
- ◆ a short report evaluating the production (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, understanding and listening skills 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 musical styles and genres, music concepts and aspects of music technology

The question paper will have 30 marks (30% of the total mark).

It will consist of questions in response to music excerpts in a range of 20th and 21st century styles and genres. A range of question types will be used, assessing understanding of relevant music 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 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 recording, editing and mixing skills, showing some creativity.
- ◆ The assignment will be a meaningful and appropriately challenging task, which should clearly demonstrate application of musical and technological 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* (National 5) Unit, show musical understanding developed in the *Understanding 20th and 21st Century Music* (National 5) Unit and understanding of context developed in the *Music Technology in Context* (National 5) Unit.
- ◆ The production should involve a minimum of five parts, at least two of which should involve the use of a microphone.
- ◆ 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 45 minutes.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the National 5 Music Technology Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course. These tables should be read in conjunction with the descriptions of the question paper and assignment.

Component 1 — assignment

The purpose of the assignment is to assess practical application of knowledge and skills from across the Course to plan, implement and evaluate a completed product. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques.

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 and 4 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 reverberation (reverb), LFO, limiter, noise gate, pitch bend, punch in/out, wah-wah/envelope filter

Processes

backup copy, format, mix/mixing/balance, normalising, sampled, save, audio/stereo master, USB (port)

click track, copy, cut and paste, dry mix/wet mix, 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

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, styles and genres, and music concepts listed in the tables below, and the controls, effects and process above.

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 Music Technology Course.

Technological terms	Styles and genres
Glitch	Rock 'n' roll
Hum	Scottish
Cyclical/loop	Celtic rock
Play list	60s pop
Polar patterns (figure of eight, hypercardioid)	Punk
Sampler	Country
Signal-to-noise ratio	Hip hop
Sound card	Musicals
Spillage/leakage	
Toolbox	
Transpose	

Melody/harmony	Rhythm/tempo	Texture/structure/form	Timbre/dynamics
Atonal	Ritardando (rit)	Strophic	Arco
Cluster	Cross rhythms	Walking bass	Pizzicato
Inverted pedal		Homophonic	Rolls
Chromatic		Polyphonic	Voices – mezzo
Whole tone scale		Coda	Soprano, baritone
Glissando		Bridge/link passage	
Modulation		Instrumental break	
Counter melody			
Pitch bend			
Tone/semitone			

Administrative information

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History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Further information and clarification on scope and structure of the assignment and question paper given in the 'Structure and coverage of Course assessment' section. 'Further mandatory information' section divided into separate parts for assignment and question paper. Revised concept lists and layout of further mandatory information.	Qualifications Development Manager	June 2013
	1.2	Page 5 'musical concepts' changed to 'music concepts'	Qualifications Manager	June 2014

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