

# Equality Review Form of Revised National Qualifications



|               |            |
|---------------|------------|
| Qualification | Music      |
| Level         | National 5 |

## List Coursework and/ or Question Paper revisions

A new assignment will be introduced that will assess composing skills (composing is aspect of the course that is currently assessed as part of the Music: Composing Skills unit).

The assignment will be worth 30 marks and will be externally marked by SQA.

Scaling will be applied to achieve the following weightings: performance 50%, question paper

35% and assignment 15%.

## List any equality & inclusion issues

No changes have been made to the aims, rationale or content of the course. Only the Course assessment have changed as outlined above. This means that the original equality review carried out and attached remains valid and fit for purpose. It should be noted however, that the Units, which were a feature of the original ERF, have now been removed.

SQA has not identified any adverse impact of the introduction of this new assignment on the basis of any protected characteristic. Nor has any general adverse impact been communicated to us.

## List any actions that will mitigate any adverse impact outlined above

Head of Service

*Alistair B. McHie*

26.01.2018

Date

*A sample of Equality review forms will be taken to QDMT*

# Equality Review Form



|                      |                                       |
|----------------------|---------------------------------------|
| <b>Qualification</b> | Music                                 |
| <b>Levels</b>        | National 3, National 4 and National 5 |

***Before completing this Equality Review Form, consider the information in the Equality Review Checklist on page 5. Please record the date this form and the equality issue paper, if relevant, was submitted to QDMT. Ensure that all appropriate papers/ minutes/action notes are attached***

|   |                   |
|---|-------------------|
| <b>Date Equality Review Form signed off by QDMT</b> | <b>17/04/2015</b> |
|---|-------------------|

## **Summary of comments/actions from QDMT**

Extraordinary QDMT 13 December 2011

- Revise ERF and submit to QDMT for sign off at Stage 1
- Consider exemption of 1 performance as a reasonable adjustment
- Consider exemption from QP in understanding music
- Only 1 exemption allowed per candidate

**Part A**

**Please consider each of the protected characteristics below and identify those learners with different protected characteristics who may be adversely affected by a part or requirement of the qualification**

|                         |                                     |                     |  |
|-------------------------|-------------------------------------|---------------------|--|
| Disability <sup>1</sup> | <input checked="" type="checkbox"/> | Gender Reassignment |  |
| Pregnancy & Maternity   |                                     | Race                |  |
| Religion or Belief      |                                     | Sex                 |  |
| Sexual Orientation      |                                     | Age                 |  |

**Please record here your consideration of the potential barriers you have identified for learners on grounds of any of the protected characteristics ticked above.**

The aims of the **National 5 Music** Course are to enable learners to:

- develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- develop knowledge of the influence of social and cultural factors on music
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- self-reflect on their own work and that of others

To achieve the Course, learners must successfully complete the three mandatory Units, and the Course assessment:

#### **Music: Performing Skills (National 5)**

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

#### **Music: Composing Skills (National 5)**

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

#### **Understanding Music (National 5)**

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

The Course assessment will consist of two Components — a performance and a question paper.

<sup>1</sup> If the adverse impact is related to a learner's disability, you must complete Part B

### **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

The aims of the **National 4 Music** Course are to enable learners to:

- develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice

- perform music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts when composing, arranging or improvising
- develop knowledge and understanding of the social and cultural factors influencing music
- develop knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and concepts
- reflect on their own work and that of others

To achieve the Course, learners must successfully complete the three mandatory Units and the Added Value Unit:

#### **Music: Performing Skills (National 4)**

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills.

#### **Music: Composing Skills (National 4)**

In this Unit, learners will experiment with and use compositional methods and music concepts in imaginative ways when creating their own music. Learners will reflect on their own creative choices and decisions, and develop a basic understanding of how musicians develop their ideas and create their music.

#### **Understanding Music (National 4)**

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts and music literacy. They will listen to music extracts and identify which specific music concepts are used and where these appear in the music. They will develop an understanding of the distinctive sounds of specific music styles and common music signs, symbols and terms used in music notation.

#### **Added Value Unit: Music Performance (National 4)**

This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a programme of music in a solo setting and/or as part of a group.

The aims of the **National 3 Music** Course are to enable learners to:

- develop performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- create music using straightforward compositional methods and music concepts
- develop understanding of the things that influence composers and their work
- develop understanding of music and musical literacy by listening to music and identifying simple music signs, symbols and concepts
- identifying areas for improvement in their work, with support and guidance

To achieve the Course, learners must successfully complete the three mandatory Units:

#### **Music: Performing Skills (National 3)**

In this Unit, learners, with guidance, will develop performing skills on two selected instruments, or on one selected instrument and voice. They will play level-specific sections of music with sufficient accuracy while maintaining the musical flow. Learners will, with support, reflect on their own performing skills.

#### **Music: Composing Skills (National 3)**

In this Unit, learners will use their knowledge of music styles and concepts when creating their own music. They will experiment with and use straightforward compositional methods

and simple music concepts in imaginative ways. Learners will, with support, reflect on their own creative choices and the creative choices of others.

### **Understanding Music (National 3)**

In this Unit, by listening to a range of music and music styles, learners will develop their understanding of level-specific music concepts. They will develop the ability to distinguish between different music styles and sounds, and will be able to identify and recognise simple music signs and symbols used in music notation.

#### **Please record here your consideration of how, if possible, the adverse impact of the identified barrier can be removed or mitigated for learners.**

Learners may make use of assistive technologies and/or adapted equipment which may mitigate adverse effects for some physical and visually impaired learners. Selection of particular musical instruments and/or activities may also mitigate adverse effects on physically and visually impaired learners.

Additional guidance is given in Support Notes for assessors to consider needs of their learners.

Evidence can be generated in a variety of ways, allowing learners to make use of a range of methods to produce the necessary evidence of achievement and a range of Assessment Arrangements can be put in place to help learners (see Part B).

**If it is not possible to remove or mitigate the adverse impact of the barriers identified, please record your considerations here.** Remember, you must be able to justify your decision (read page 8 of the guidance on the Equality Review of Qualifications Process). For disabled learners, please record your considerations in Part B.

Where it is not possible to mitigate the impact of any adverse barrier through assessment arrangements, exemption of certain elements may be considered.

#### **Part B (for disability only)**

**If the adverse impact is related to a learner's disability, then you must consider if there are any assessment arrangements/reasonable adjustments that could be made to remove the adverse impact. Record your considerations here ( please read page 9 of the guidance on the Equality Review of Qualifications Process)**

Are there any standard **assessment arrangements** which could be put in place to remove the adverse impact for disabled learners? (Read page 11 of the guidance)

Learners may make use of assistive technologies and/or adapted equipment during assessment in this Course. Standard assessment arrangements may include:

- the use of 'practical' helpers, readers, scribes, adapted equipment or assistive technology
- support to assist visually impaired candidates reading music
- use of assistive technologies to support performance
- support to allow hearing impaired candidates to sense rhythm of accompaniment
- options of instruments for physically impaired candidates
- adjustments to visiting examiner protocol to alleviate stress for autistic candidates
- use of headphones
- adjustments to volume and CDs incorporating extra time (QP and Unit ASPs).

Are there any **alternative forms of evidence** (of a comparable standard) for disabled learners that you are aware of which will generate the necessary evidence of achievement?  
 Evidence requirements for this Course and its Units are flexible enough to allow for a wide range of activities to be used for assessment. Learners may therefore present evidence in a range of forms to achieve the assessment standards for this Course and associated Units.

As a reasonable adjustment of last resort, is it possible to **exempt** a disabled learner from demonstrating achievement of an assessment component of the qualification consistent with maintaining the integrity of the qualification? (Read page 12 of the guidance).  
 Where it is not possible to mitigate the adverse impact of any barrier through assessment arrangements, exemption of certain elements may be considered. Consideration could be given to allowing learners to be exempted from 1 performance or from exemption from small parts of the question paper as a reasonable adjustment. However exemption from the full QP cannot be allowed. To maintain the integrity of the assessment, only one of the above exemptions can be considered per candidate.

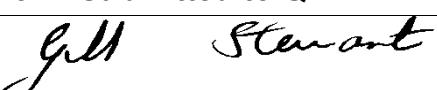
**Part C**

Summarise the conclusions which have been arrived at, the reasons for these conclusions and any recommendations to QDMT here

Some potential barriers, particularly to deaf, physically or visually impaired learners, may arise in this Course. Assistive technologies and adapted equipment may be used to allow learners to demonstrate the required skills for assessment. The open and flexible nature of the assessment requirements in the Units allow for a wide range of activities to be used which can be tailored to suit individual learners' needs.

The evidence requirements are open and flexible, permitting learners and centres to produce evidence in format(s) which best suit their needs.

Consideration could be given to allowing learners to be exempted from 1 performance or from exemption from small parts of the question paper as a reasonable adjustment. However exemption from the full QP cannot be allowed. To maintain the integrity of the assessment, only one of the above exemptions can be considered per candidate.

|   |   |             |            |
|---|---|-------------|------------|
| <b>Equality Review Form submitted to QDMT</b> | <b>Date</b>   | 02/04/2015  |            |
| Chair of QDMT                                 | <br>Gill Stewart | <b>Date</b> | 17/04/2015 |

**Part D:Stage 2**

**To be completed if QDMT has agreed to an issue being escalated to Stage 2**

Record here a summary of the equality issue

| <b>Ensure that at each of the following stages, all appropriate papers/ minutes/action notes are attached</b> |             |  |
|---|-------------|--|
| Equality issue paper submitted to QDMT  | <b>Date</b> |  |
| Escalation of equality issue to Stage 2 agreed by QDMT  | <b>Date</b> |  |
| Consultation plan agreed by QDMT  | <b>Date</b> |  |
| Further equality issue paper submitted to QDMT  | <b>Date</b> |  |
| Recommendations submitted to QC   | <b>Date</b> |  |
| Communication plan agreed by QDMT   | <b>Date</b> |  |