

Higher Music Technology

Subject-specific guidance on gathering key evidence in session 2020–21



Please read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

Gathering key evidence for Higher Music Technology

This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during this process.

The following types of key evidence are likely to provide a good predictive value and may be helpful to you, although there may be other types of key evidence you would like to use.

Types of key evidence

A holistic review of a candidate's attainment should have, as its focus, key pieces of evidence for the following components:

- ◆ question paper
- ◆ assignment

Component 1: question paper

This component has a relative weighting of 30% of the overall course assessment.

You can generate the most valid evidence for the question paper component using the approach exemplified in the SQA question papers. However, candidates do not need to produce evidence for the question paper on a single occasion. You could set short assessment tasks for candidates that replicate, for example, one or a small number of questions at the appropriate standard. However, it is important that these tasks collectively provide candidates with the opportunity to demonstrate, as far as possible, the demands of an entire SQA question paper. It is important that all assessment tasks are unseen.

You should gather candidate evidence that demonstrates their listening skills and knowledge of a sample of styles and genres, technology concepts, music concepts and knowledge of intellectual property.

A question paper is best used later in the session when you have delivered the full course. This allows you to sample from any part of the course content. You could devise your question paper using:

- ◆ an SQA-issued question paper for 2020–21
- ◆ questions selected from a range of SQA past papers
- ◆ centre-devised questions
- ◆ a combination of SQA and centre-devised questions

You must not use published past papers that are available in the public domain **in their entirety**.

The styles and genres, technology and music concepts build on previous knowledge and understanding of Music Technology courses at lower SCQF levels. They are listed in the [Higher Music Technology course specification](#) in the following places:

- ◆ page 5: styles and genres
- ◆ pages 7–9: technology concepts and developments
- ◆ page 10: music concepts

The table below shows the structure, question types and allocated marks for the Higher Music Technology question paper. The question numbers refer specifically to the [Higher Music Technology specimen question paper](#). You can find this in the 'Past Papers and Marking Instructions' section on the [Higher Music Technology web page](#).

Question number(s)	Question type	Notes	Marks
1, 6a	Multiple choice question	◆ Select two correct answers from five options, which include genres and music concepts.	4
2a, 6c	Short answer question	◆ Identify a genre. Identify music and/or technological concepts.	4
2b	Music concept question	◆ Select one correct answer from four options.	1
3a, 3b	Fault questions	◆ Identify faults in recordings and give solutions to correct the faults.	4
4a	Controls	◆ Identify settings applied to an effects unit or processor and justify the answer.	1
4b, 4c	Effects and processes	◆ Identify effects and/or processes applied to an excerpt. ◆ Identify controls found on a processor and/or effects unit.	3

Question number(s)	Question type	Notes	Marks
5	Intellectual property	◆ Three questions that explore an intellectual property case study.	4
6b	Recording using microphones	◆ Candidates should identify how to capture (an) instrument(s) or vocalist(s) in a specific recording environment. ◆ They must describe the array — type of microphone(s), polar pattern(s) with placement information — and justify why this technique should be used.	3
7	Key innovators and technological developments	◆ Extended response questions assessing knowledge of technological developments or key innovators.	4
8	Production and/or technology features	◆ Identify multiple production and technology concepts at key points of an excerpt.	7
9	Extended multiple-choice	◆ Select five correct music and/or production features from ten options.	5
Total			40

Short-answer questions can appear in different places. The question paper must cover a range of styles. It must provide a mixture of straightforward and complex contexts. Examples of complex contexts include:

- ◆ music concepts used in a less typical way
- ◆ identifying concepts within a complex texture
- ◆ identifying key production features within a full mix

A minimum of 60% Higher concepts should be covered across a paper (questions, distractors and expected answers) with the remaining balance coming from National 5, National 4 and National 3 as appropriate. When using concepts from lower levels, the context in which they are used should be sufficiently sophisticated for Higher level.

Marking instructions for centre-devised questions should reflect the marking instructions used in SQA question papers. See the 'Understanding the national standard' section in this document for the link to past papers.

Component 2: assignment

This component has a relative weighting of 70% of the overall course assessment.

The assignment gives candidates an opportunity to demonstrate:

- ◆ knowledge and understanding of the features and functions of music technology hardware and software
- ◆ skills in using music technology hardware and software to capture and manipulate audio
- ◆ planning, implementing and evaluating a sound production
- ◆ application of music technology in creative ways

For session 2020–21, a complete assignment should be marked out of 70. Candidates are not required to plan or capture audio due to concerns about sharing and cleaning equipment, including microphones.

In addition, to allow more time for stages 1 and 2 of the assignments to be completed, the evaluation stage of the assignment is optional. If an evaluation can be completed, the work can be used to inform a final grade. If it is not possible for an evaluation to be completed due to time constraints, the assignment should be marked out of 60.

SQA have created a [revised assignment assessment task](#) based on a radio show with multi-track recordings which candidates can choose to use. This document is available in the 'Coursework' section on the [Higher Music Technology web page](#). You can use the revised assignment assessment task with your candidates in conjunction with the media files that are available for Higher Music Technology on SQA's secure website. Access is available via your SQA co-ordinator.

Due to copyright restrictions, it has not been possible to create a range of revised assessment tasks, however candidates can still base their assignment on any suitable context of their choice.

Candidates can capture their own audio if the centre has the resources and facilities to safely allow this. Their plan should state the source of their media files but does not need to include details of how audio was captured or microphone placement, as no marks are being awarded for this stage.

Scaling

The tables below show the weighting of marks for the revised assessment tasks for session 2020–21.

Evidence	Marks	Scaled mark	Scaling
Question paper	40	30	Refer to Table 1
Assignment with evaluation	70	70	No scaling required
Assignment without evaluation	60	70	Refer to Table 2

You will need to apply different scaling depending on the approach to the assignment. The tables below will help you to scale both components and retain the 30:70 weighting between question paper and assignment evidence.

You must use the tables as follows:

- ◆ Use table 1 to apply scaling for the question paper.
- ◆ Use table 2 to apply scaling for the assignment if it is not possible for the candidate to complete the evaluation.

No scaling is required to be applied to the assignment if candidates complete the evaluation of their assignment.

This information is for the purposes of internal assessment and informing grading only. **You must not submit the Higher assignment to SQA for marking.**

Table 1 — scaling a question paper from **40 marks to 30 marks**

Raw mark	Scaled mark	Raw mark	Scaled mark
1	1	21	16
2	2	22	17
3	2	23	17
4	3	24	18
5	4	25	19
6	5	26	20
7	5	27	20
8	6	28	21
9	7	29	22
10	8	30	23
11	8	31	23
12	9	32	24
13	10	33	25
14	11	34	26
15	11	35	26
16	12	36	27
17	13	37	28
18	14	38	29
19	14	39	29
20	15	40	30

Table 2 — scaling an **assignment** without an evaluation from **60 marks to 70 marks**

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

Alternative methods of assessing the assignment

Teachers and lecturers should refer to the [revised assessment task document](#) for session 2020–21 to ensure that pupils have demonstrated all of the mandatory skills detailed on page 3. Candidates should continue to work on their assignment where possible.

If a candidate is not able to complete the assignment due to time constraints, alternative methods of assessment could be used to inform grading. Evidence generated through a number of discrete tasks could be combined to demonstrate the full range of skills required for a complete assignment. Work created during the session demonstrating the skills required for the assignment may be considered. It is important that the work has been created independently by candidates, with reasonable assistance from teachers or lecturers if required. Support and guidance during evidence gathering should be limited to minimal prompts and questioning.

For example, a candidate has completed their multi-track and been able to make some progress on their radio show. However this doesn't include an electronic multi-track. The teacher could then refer to a previous task, completed earlier in the session which demonstrates the candidate's skills in creating an electronic multi-track and manipulating the controls of virtual and/or MIDI instruments. This will help to inform the teacher of how well the candidate demonstrates the required skills for section 2b of the assignment.

If candidates are able to use a suitable digital audio workstation (DAW) at home, evidence generated from this may be considered to support a final grade. In these cases, candidates could engage in tasks which demonstrate mandatory skills and techniques.

Using additional assessment resources for session 2020–21: key information

It is important that you use valid and reliable assessment when gathering evidence in session 2020–21.

In Higher Music Technology, SQA will provide a question paper and associated audio files for session 2020–21. Please note that the marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

The Higher Music Technology question paper will only be available on SQA's secure website — you must treat this confidentially, in the same way as other live assessment materials.

You have the option to use the question paper as an internal assessment for gathering candidate evidence. Question papers can be split to support assessments you carry out during class time.

If you use a question paper in part or in its entirety, you should remind candidates that they must not discuss the content of the paper with anyone, including friends, family or on social media.

Understanding the national standard

Question paper

For the question paper, the following resources are available:

- ◆ [specimen question paper and marking instructions](#)
- ◆ [past papers, lists of audio file excerpts, and marking instructions](#)

Assignment

For the assignment, the following resources are available:

- ◆ candidate evidence and marker commentaries on SQA's secure website

Please note these resources are based on the assignment assessment tasks from previous sessions and include evidence of audio capture with marks awarded for this stage. Audio capture should not inform grading for session 2020–21.

Further information

For session 2020–21, all information in this document supersedes the equivalent information in current SQA Higher Music Technology documents.