

National Course modification summary: Music and Music: Portfolio



National 5, Higher and Advanced Higher course assessment in session 2020–21

The Deputy First Minister has announced that there will be no external assessment of Higher and Advanced Higher courses, and that the 2021 exam diet is now cancelled. The approach to awarding Highers and Advanced Highers will be broadly the same as National 5, which is based on the professional judgement of teachers and lecturers.

For up-to-date information on arrangements for National Courses in session 2020–21, please visit our website at www.sqa.org.uk/nq2021.

Modifications to assessment

On 7 October 2020 we published a modification summary for Higher and Advanced Higher Music that outlined the modifications to course assessment to support teachers, lecturers and candidates in session 2020–21.

To adapt to ongoing restrictions in centres and comply with the latest Scottish Government public health guidance, further modifications to National 5, Higher and Advanced Higher Music are now needed. This includes further consideration of the key evidence centres may gather to determine candidate estimates for National 5 in session 2020–21.

Following our consultation on further modifications, which closed on 3 December 2020, we are making further changes in line with the feedback. The changes detailed on the following pages are intended to support the delivery of learning and teaching, while maintaining validity.

National 5

We have updated our subject-specific guidance for teachers and lecturers on gathering evidence and producing estimates for National 5 to reflect the modifications to performance components, following our most recent consultation. This guidance can be found on the [Music subject page](#).

To access the guidance on gathering evidence and producing estimates, visit www.sqa.org.uk/nq2021.

Higher and Advanced Higher Music course assessment 2020–21

Component	Marks
Question paper	40
Performance	60

At Higher and Advanced Higher Music (performance option), for session 2020–21, there is no scaling of components. The question paper is worth 40% and performance is worth 60% of the course.

Advanced Higher Music: Portfolio course assessment 2020–21

Component	Marks	Scaled mark
Question paper	40	40
Performance — instrument 1	30	25
Portfolio	30	35

Question paper at Higher and Advanced Higher

There are no changes to the question papers. The question papers enable candidates to:

- ◆ demonstrate a depth of knowledge and understanding of music, level-specific music concepts, and music literacy
- ◆ analyse music (Advanced Higher)

Removing the question papers would mean that these aspects of the courses would not be assessed. Adjusting the volume of assessment for the question papers would be complex and could remove content that has already been covered by centres.

Performance

For session 2020–21 only, candidates have the **option** to demonstrate their musical and technical skills on **either**:

- ◆ two instruments **or** one instrument and voice
- or**
- ◆ one instrument **or** voice

Volume of assessment

At Higher and Advanced Higher, the volume of assessment for the performance components is reduced to allow centres to focus their available learning and teaching time with candidates on shorter programmes of music.

Requirement	Higher	Advanced Higher
Minimum programme duration across either two instruments (or one instrument and voice) or one instrument or voice	10 minutes	15 minutes
Maximum programme duration across either two instruments (or one instrument and voice) or one instrument or voice	11 minutes	17 minutes
Minimum number of drum kit styles	four styles	five styles

Performance (Advanced Higher portfolio only)

Requirement	Advanced Higher portfolio
Minimum programme duration on one instrument or voice	5 minutes
Maximum programme duration on one instrument or voice	7 minutes
Minimum number of drum kit styles	five styles

Performance — further information

Centres may make carefully timed cuts to music to keep within the time requirements, but they should ensure that the sections of music performed are appropriately challenging for Higher or Advanced Higher.

If a candidate chooses to perform on two instruments, or one instrument or voice:

- ◆ there is no minimum time requirement for any instrument or voice
- ◆ they could perform only one piece on an instrument or voice

Alternatively, candidates can choose to perform on only one of their instruments or voice for their full time allocation.

Choice of instrument(s)

Candidates should select an instrument(s) from the approved list of instruments. You can find this on page 28 of the Advanced Higher Music [Course Specification](#).

For session 2020–21, there are no unacceptable combinations of instruments. For example, a candidate can combine guitar with ukulele in their performance programme.

Instrument requirements

Advanced Higher bagpipe players must perform a piobaireachd and a minimum of two other styles chosen from a march, strathspey and reel. Candidates may not be able to perform an entire piobaireachd within the chosen time allocation. Where they perform sections of a piobaireachd, they must include the crunluath. Candidates may miss out repeats in the march, strathspey and reel to accommodate their chosen time allocation on the instrument.

All other performing requirements remain unchanged at Higher and Advanced Higher, including:

- ◆ Candidates must choose their drum kit styles from banks 1 to 9 in the style bank published in the course specifications. Each style must come from a different bank.
- ◆ In a drum kit programme, one piece can include two styles and, in this case, candidates do not have to double the number of fills in this piece.
- ◆ All drum kit pieces must demonstrate four-way independence and have four different fills.
- ◆ There are no changes to the requirements for chordal guitar or chordal ukulele.

The following requirements remain unchanged at Advanced Higher:

- ◆ Keyboard candidates must play fully fingered chords throughout their keyboard programme.
- ◆ Recorder candidates must present a programme that includes performances on both C and F recorders.

Accompaniment

For most instruments and voice, accompaniment of performances is not mandatory for session 2020–21. However, you can provide accompaniments to support candidates with intonation and maintaining the tempo and flow. Accompaniments can be live or pre-recorded.

To allow you to assess the performance in context, chordal guitar and chordal ukulele must have a relevant accompaniment that includes the melody.

Candidates performing on drum kit must be accompanied. However, candidates can include one unaccompanied piece within a programme. This counts as one of the styles in the programme.

Assessment of pieces

You must mark each piece with reference to the detailed marking instructions in the course specification documents. You should complete the candidate assessment record from the coursework assessment task documents. These documents are available in the 'Coursework' section on the [Higher and Advanced Higher Music](#) web pages.

You must enter ticks for each performance category and a mark out of 10. A brief comment is helpful to validate the mark. You should be guided by the summary statements when deciding on a final mark for each piece.

If a candidate does not meet the expected requirements, proceed as follows:

- ◆ Drum kit — if a candidate performs fewer than four drum kit styles (for Higher) or five (for Advanced Higher), regard each missing style as an additional piece, and award 0 marks for each missing style.
- ◆ Chordal guitar or chordal ukulele — if a candidate performs fewer than 18 chords, regard this as an additional piece, and award 0 marks for this piece.
- ◆ Duration — if a candidate performs a short programme, regard the shortage as an additional piece, and award 0 marks for this piece.

The number of pieces performed by candidates will vary. You must mark each piece out of 10, add the marks for all pieces, and then use the updated scaling table in appendix 1 to determine the overall mark out of 60.

Use the scaling table in appendix 2 for portfolio candidates. This will give you their overall mark out of 25 for performing.

Assessment conditions and recordings

Performance must be a single assessment event. This means that for the final assessment of an instrument or voice, you must gather the evidence in one sitting. This replicates the SQA visiting assessment conditions, where candidates perform all of their pieces in succession for each instrument or voice. You should make a recording of each candidate's final performance programme(s). You can use recordings for centre and local authority moderation.

Advice from the Scottish Government's Coronavirus (COVID-19) Advisory Sub-Group on Education and Children's Issues may not allow brass, woodwind and voice candidates to be assessed in centres. If this is the case, candidates must record themselves at home, performing all pieces for an instrument or voice in one sitting. The video recordings would be shared with their teacher or lecturer for them to assess.

For candidates who perform on two instruments, or one instrument and voice, the assessments do not need to take place on the same day. However, a candidate must not perform on each of their two instruments, or one instrument and voice, over an extended period, for example weeks apart.

The quality of candidates' home recordings will vary. You should advise your candidates to make short practice recordings with the recording device in various positions. Once you

have listened to these practice recordings, you can advise them of the best way to proceed. For example, you should ensure that you can clearly hear the candidate's performance above a backing track before you advise them to make their final recording.

When listening to home recordings, you may find that the tone does not reflect a candidate's true ability. You should take this into consideration when making your assessment judgements. We will provide further advice and guidance around this as soon as possible.

[Education Scotland](#) guidelines may change before assessments are due to take place. The modifications to the course structure outlined in this document will stand with no further changes intended for session 2020–21.

Considering performance options

Public health advice has affected learning and teaching this session, particularly with brass, woodwind and voice candidates. You should carefully consider with individual candidates their strengths and abilities to determine the best option for their performance.

Candidates can continue with the choices they have already made about the number of instruments and pieces to perform. Alternatively, they can change the number of instruments (or instrument and voice) and/or the duration of a second instrument or voice.

You should consider the candidate's potential to progress with performance and if it is in their best interest to perform on only one instrument. For candidates performing on two instruments, or one instrument and voice, you should consider whether altering the individual duration of an instrument or voice for assessment purposes is in the candidate's best interest.

Portfolio (Advanced Higher only)

Requirement	Advanced Higher portfolio
Minimum portfolio duration	5 minutes
Maximum portfolio duration	7 minutes

The volume of assessment for the portfolio is reduced to allow centres to focus their available learning and teaching time with candidates on shorter portfolios of music.

Candidates must still create a minimum of two complete pieces of music.

The number of pieces composed by candidates will vary. You should mark each composition or arrangement out of 10 and each review of the creative process out of 5. You should then add the marks for all compositions and/or arrangements and reviews and use the updated scaling table in appendix 3 to determine the overall mark out of 35.

Assignment (Higher and Advanced Higher)

The assignment is removed for session 2020–21 to allow centres to focus their available learning and teaching time with candidates on the question paper and shorter performing components.

Although the assignment is not part of course assessment for 2020–21, centres should consider candidates' progression in composition in future sessions. The assessment of composing skills is not mandatory for 2020–21, however centres could consider continuing with learning and teaching composing activities. In addition, centres can present candidates for a freestanding Composing Skills unit. These units **do not** contribute to the achievement of a National Course. Details are available from: <https://www.sqa.org.uk/sqa/81141.html>.

Appendix 1: performance scaling table

Scaled mark	Number of pieces										
	2	3	4	5	6	7	8	9	10	11	12
1				1	1	1	1	1-2	1-2	1-2	1-2
2		1	1	2	2	2	2-3	3	3-4	3-4	3-4
3	1		2		3	3-4	4	4-5	5	5-6	5-6
4		2		3	4	5	5	6	6-7	7-8	7-8
5			3	4	5	6	6-7	7-8	8-9	9-10	9-10
6	2	3	4	5	6	7	8	9	10	11	11-12
7				6	7	8	9	10-11	11-12	12-13	13-14
8		4	5	7	8	9	10-11	12	13-14	14-15	15-16
9	3		6		9	10-11	12	13-14	15	16-17	17-18
10		5		8	10	12	13	15	16-17	18-19	19-20
11			7	9	11	13	14-15	16-17	18-19	20-21	21-22
12	4	6	8	10	12	14	16	18	20	22	23-24
13				11	13	15	17	19-20	21-22	23-24	25-26
14		7	9	12	14	16	18-19	21	23-24	25-26	27-28
15	5		10		15	17-18	20	22-23	25	27-28	29-30
16		8		13	16	19	21	24	26-27	29-30	31-32
17			11	14	17	20	22-23	25-26	28-29	31-32	33-34
18	6	9	12	15	18	21	24	27	30	33	35-36
19				16	19	22	25	28-29	31-32	34-35	37-38
20		10	13	17	20	23	26-27	30	33-34	36-37	39-40
21	7		14		21	24-25	28	31-32	35	38-39	41-42
22		11		18	22	26	29	33	36-37	40-41	43-44
23			15	19	23	27	30-31	34-35	38-39	42-43	45-46
24	8	12	16	20	24	28	32	36	40	44	47-48
25				21	25	29	33	37-38	41-42	45-46	49-50
26		13	17	22	26	30	34-35	39	43-44	47-48	51-52
27	9		18		27	31-32	36	40-41	45	49-50	53-54
28		14		23	28	33	37	42	46-47	51-52	55-56
29			19	24	29	34	38-39	43-44	48-49	53-54	57-58

Scaled mark	Number of pieces										
	2	3	4	5	6	7	8	9	10	11	12
30	10	15	20	25	30	35	40	45	50	55	59-60
31				26	31	36	41	46-47	51-52	56-57	61-62
32		16	21	27	32	37	42-43	48	53-54	58-59	63-64
33	11		22		33	38-39	44	49-50	55	60-61	65-66
34		17		28	34	40	45	51	56-57	62-63	67-68
35			23	29	35	41	46-47	52-53	58-59	64-65	69-70
36	12	18	24	30	36	42	48	54	60	66	71-72
37				31	37	43	49	55-56	61-62	67-68	73-74
38		19	25	32	38	44	50-51	57	63-64	69-70	75-76
39	13		26		39	45-46	52	58-59	65	71-72	77-78
40		20		33	40	47	53	60	66-67	73-74	79-80
41			27	34	41	48	54-55	61-62	68-69	75-76	81-82
42	14	21	28	35	42	49	56	63	70	77	83-84
43				36	43	50	57	64-65	71-72	78-79	85-86
44		22	29	37	44	51	58-59	66	73-74	80-81	87-88
45	15		30		45	52-53	60	67-68	75	82-83	89-90
46		23		38	46	54	61	69	76-77	84-85	91-92
47			31	39	47	55	62-63	70-71	78-79	86-87	93-94
48	16	24	32	40	48	56	64	72	80	88	95-96
49				41	49	57	65	73-74	81-82	89-90	97-98
50		25	33	42	50	58	66-67	75	83-84	91-92	99-100
51	17		34		51	59-60	68	76-77	85	93-94	101-102
52		26		43	52	61	69	78	86-87	95-96	103-104
53			35	44	53	62	70-71	79-80	88-89	97-98	105-106
54	18	27	36	45	54	63	72	81	90	99	107-108
55				46	55	64	73	82-83	91-92	100-101	109-110
56		28	37	47	56	65	74-75	84	93-94	102-103	111-112
57	19		38		57	66-67	76	85-86	95	104-105	113-114
58		29		48	58	68	77	87	96-97	106-107	115-116
59			39	49	59	69	78-79	88-89	98-99	108-109	117-118
60	20	30	40	50	60	70	80	90	100	110	119-120

For example, a candidate has performed five pieces across two instruments and has been awarded the following marks:

- ◆ piece 1 — 7 marks
- ◆ piece 2 — 10 marks
- ◆ piece 3 — 8 marks
- ◆ piece 4 — 5 marks
- ◆ piece 5 — 6 marks

The sum of these marks is 36. Using the scaling table above, look at the column marked '5' for the number of pieces, then follow down that column to the grid entry for 36. Then look left to the scaled mark column, to see a final mark of 43 (out of 60).

Appendix 2: Advanced Higher Music: Portfolio — performance scaling table

Scaled mark	Number of pieces					
	2	3	4	5	6	7
1	1	1	1-2	1-2	2-3	2-4
2		2	3	3-4	4-5	5-6
3	2	3-4	4-5	5-6	6-8	7-9
4	3	5	6-7	7-8	9-10	10-12
5	4	6	8	9-10	11-13	13-15
6	5	7	9-10	11-12	14-15	16-18
7		8	11	13-14	16-17	19-20
8	6	9-10	12-13	15-16	18-20	21-23
9	7	11	14-15	17-18	21-22	24-26
10	8	12	16	19-20	23-25	27-29
11	9	13	17-18	21-22	26-27	30-32
12		14	19	23-24	28-29	33-34
13	10	15-16	20-21	25-26	30-32	35-37
14	11	17	22-23	27-28	33-34	38-40
15	12	18	24	29-30	35-37	41-43
16	13	19	25-26	31-32	38-39	44-46
17		20	27	33-34	40-41	47-48
18	14	21-22	28-29	35-36	42-44	49-51
19	15	23	30-31	37-38	45-46	52-54
20	16	24	32	39-40	47-49	55-57
21	17	25	33-34	41-42	50-51	58-60
22		26	35	43-44	52-53	61-62
23	18	27-28	36-37	45-46	54-56	63-65
24	19	29	38-39	47-48	57-58	66-68
25	20	30	40	49-50	59-60	69-70

For example, a candidate has performed three pieces on their instrument and has been awarded the following marks:

- ◆ piece 1 — 6 marks
- ◆ piece 2 — 7 marks
- ◆ piece 3 — 8 marks

The sum of these marks is 21. Using the scaling table above, look at the column marked '3' for the number of pieces, then follow down that column to the grid entry for 21. Then look left to the scaled mark column to see a final mark of 18 (out of 25).

Appendix 3: Advanced Higher Music: Portfolio — portfolio scaling table

Scaled mark	Total mark (compositions and/or arrangements and review of the creative process)				
	Number of pieces				
	2	3	4	5	6
1	1	1	1-2	2-3	2-3
2	2	2-3	3-4	4-5	4-6
3		4	5	6-7	7-8
4	3	5	6-7	8-9	9-11
5	4	6-7	8-9	10-11	12-14
6	5	8	10-11	12-13	15-16
7	6	9	12	14-16	17-19
8	7	10	13-14	17-18	20-21
9	8	11-12	15-16	19-21	22-24
10		13	17	21-22	25-26
11	9	14	18-19	23-24	27-29
12	10	15-16	20-21	25-26	30-32
13	11	17	22-23	27-28	33-34
14	12	18	24	29-31	35-37
15	13	19	25-26	32-33	38-39
16	14	20-21	27-28	34-35	40-42
17		22	29	36-37	43-44
18	15	23	30-31	38-39	45-47
19	16	24-25	32-33	40-41	48-50
20	17	26	34-35	42-43	51-52
21	18	27	36	44-46	53-55
22	19	28	37-38	47-48	56-57
23	20	29-30	39-40	49-50	58-60
24		31	41	51-52	61-62
25	21	32	42-43	53-54	63-65
26	22	33-34	44-45	55-56	66-68
27	23	35	46-47	57-58	69-70
28	24	36	48	59-61	71-73
29	25	37	49-50	62-63	74-75
30	26	38-39	51-52	64-65	76-78
31		40	53	66-67	79-80
32	27	41	54-55	68-69	81-83
33	28	42-43	56-57	70-71	84-86
34	29	44	58-59	72-72	87-88
35	30	45	60	74-75	89-90

For example, a candidate has composed four pieces and written a review for each piece. They have been awarded the following marks for each composition and review:

- ◆ piece 1 (composition and review) — 11 marks
- ◆ piece 2 (composition and review) — 13 marks
- ◆ piece 3 (composition and review) — 9 marks
- ◆ piece 4 (composition and review) — 10 marks

The sum of these marks is 43. Using the scaling table above, look at the column marked '4' for the number of pieces, then follow down that column to the grid entry for 43. Then look left to the scaled mark column, to see a final mark of 25 (out of 35).