



Advanced Higher
Coursework
Assessment Task



Advanced Higher Music

Portfolio

Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It must be read in conjunction with the course specification.

Valid from session 2024-25 and until further notice.

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Introduction

This document contains recording documentation and instructions for teachers, lecturers and candidates for the Advanced Higher Music portfolio. You must read it in conjunction with the course specification.

The portfolio is an optional course assessment component. Candidates **either** complete the portfolio **or** performance – instrument 2.

This portfolio is worth 30 marks. This is 25% of the overall marks for the course assessment.

This portfolio has two parts:

Part one 'composing and/or arranging music' has 20 marks.

Part two 'reviewing the creative process' has 10 marks.

Instructions for teachers and lecturers

For candidates to demonstrate creativity, teachers and lecturers should avoid structured template approaches to composition. For example, they must not set some or all of the following features in a template:

- ◆ number of instruments
- ◆ instrumentation
- ◆ prescribed harmonies in certain bars
- ◆ changes of time signature in certain bars
- ◆ prescribed rhythmic, melodic or structural features in certain bars

This restrictive template would go beyond the acceptable amount of reasonable assistance.

Candidates are required to explore and develop musical ideas to create an original piece of music for their assignment. For teaching and learning purposes only, it is acceptable to provide candidates with, for example, accompaniment patterns, bass lines or rhythm banks. However, as the assignment is an assessment and not a learning and teaching exercise, candidates should then create their own individual composition. Candidates should not select, copy and paste musical ideas provided by their teacher or lecturer into their composition.

Teachers and lecturers should not give candidates composing review templates with, for example, pre-populated phrases that only require candidates to insert one or two words into the text at designated places.

Recording documentation

This section includes scaling tables.

Markers use these scaling tables when candidates have more than two compositions or arrangements in their portfolio.

For example, a candidate submits three compositions and the marker awards:

- ◆ 6 marks out of 10 to composition 1
- ◆ 8 marks out of 10 to composition 2
- ◆ 5 marks out of 10 to composition 3

The marker adds together the marks for the three compositions (6, 8 and 5) to get a total mark of 19 out of 30.

Using the ‘Composing and/or arranging music’ scaling table, the marker selects 3 for the number of pieces (second row), then follows this column down to the grid square that contains 19, and looks left to the ‘Scaled mark’ column to find the scaled mark of 13 out of 20.

The candidate also completes a review of the creative process for each of the compositions and the marker awards:

- ◆ 4 marks out of 5 to review 1
- ◆ 3 marks out of 5 to review 2
- ◆ 2 marks out of 5 to review 3

The marker adds together the marks for the three reviews (4, 3 and 2) to get a total mark of 9 out of 15.

Using the ‘Review of the creative process’ scaling table, the marker selects 3 for the number of pieces (second row), then follows this column down to the grid square that contains 9, and looks left to the ‘Scaled mark’ column to find the scaled mark of 6 out of 10.

Advanced Higher Music portfolio – scaling tables

Composing and/or arranging music

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

Review of the creative process

Scaled mark	2 pieces	3 pieces	4 pieces	5 pieces	6 pieces
1	1	1-2	1-2	2-3	2-4
2	2	3	3-4	4-6	5-7
3	3	4-5	5-6	7-8	8-10
4	4	6	7-8	9-11	11-13
5	5	7-8	9-10	12-13	14-16
6	6	9	11-12	14-16	17-19
7	7	10-11	13-14	17-18	20-22
8	8	12	15-16	19-21	23-25
9	9	13-14	17-18	22-23	26-28
10	10	15	19-20	24-25	29-30

Marking instructions

The marking instructions for the Advanced Higher Music portfolio are in the course specification.

Instructions for candidates

This assessment applies to the portfolio for Advanced Higher Music.

This portfolio is worth 30 marks. This is 25% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ planning and reviewing your own music
- ◆ exploring and developing your musical ideas
- ◆ creating music that is original to you

This portfolio has two parts:

Part one 'composing and/or arranging music' has 20 marks.

Part two 'reviewing the creative process of your compositions or arrangements' has 10 marks.

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

Composing and/or arranging music

In this part of the assessment, you have to:

- ◆ plan your compositions and/or arrangements
- ◆ explore and develop your musical ideas using **all** of the following elements:
 - melody
 - harmony
 - rhythm
 - structure
 - timbre
- ◆ create a minimum of two complete pieces of music

You can compose and/or arrange more than two pieces of music. If you do this, each piece is still marked out of 10, but the marker uses a process called scaling to adjust your total mark. No matter how many pieces you create, your total mark for composing and/or arranging is always out of 20.

You must not submit the same pieces of music for your assignment and this portfolio.

Your compositions and/or arrangements can be in any style or genre and must last a minimum of **6 minutes** and a maximum of **8 minutes**.

For serial compositions, you must annotate your score showing where and how you have used your note row. You should refer to this in your review. When writing a review for a

serial piece, it is good practice to describe how you have explored and developed the note row.

Your teacher or lecturer may check your work before you move on to the next part of the assessment.

Reviewing the creative process of your compositions and/or arrangements

In this part of the assessment, you have to write a review of your creative process.

You must refer to the compositional methods you used for each composition or arrangement, and include clear details of:

- ◆ your main decisions
- ◆ how you explored and developed your musical ideas
- ◆ your strengths and/or areas for improvement

You can present your review in prose or in bullet points. Each review should be approximately 200 to 350 words.

You must use the SQA review of the creative process template, which is restricted to one page. You must submit only one composing review document for each composition or arrangement. Your teacher or lecturer will give you this.

Your completed portfolio

Your completed portfolio must include:

- ◆ an audio recording of each of your compositions and/or arrangements
- ◆ a score or performance plan of each of your compositions and/or arrangements
- ◆ a copy of the original music, including any harmonies where available (if you are submitting an arrangement)
- ◆ your review of your creative process for each composition and/or arrangement

Advice for candidates

Composing and/or arranging and reviewing the creative process

Choose instruments that you are familiar with. Your composition(s) should be appropriate for the instrument(s) and/or voices you have chosen.

Think about the style that you want to write in and why.

If you are arranging a piece of music, think carefully about the source material you want to arrange. If you choose a simple piece of music, you are more likely to be able to creatively rework it using **all** of the musical elements:

- ◆ melody
- ◆ harmony
- ◆ rhythm
- ◆ structure
- ◆ timbre

As you are composing and/or arranging, note the decisions you make. This will help you to write your reviews of your creative process.

Reflect as you experiment. Which of your musical ideas are most effective and why? Which of your ideas do not work as well?

Consider which of your musical ideas work best. Think about how you can develop these ideas.

Check over your work to make sure you have completed all parts of the portfolio and that you have collected all of the required evidence.

Administrative information

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History of changes

Version	Description of change	Date
2.0	<p>'Instructions for teachers and lecturers' section added.</p> <p>In 'Instructions for candidates', guidance on annotation of note rows in serial compositions added on pages 6 and 7. Amendments made to page 7 to clarify that one page must be submitted for the review of the creative process.</p> <p>Tables on page 4 reformatted for accessibility.</p>	September 2024

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

Security and confidentiality

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