MUS 205

Introduction to Vocal Studies

S1 Day 2019

Department of Media, Music, Communication and Cultural Studies

Contents

Disclaimer

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General Information

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Credit points
3

Prerequisites
12cp at 100 level or above

Corequisites

Co-badged status

Unit description

This unit introduces students to the voice as an instrument for communication. Through studying elements of vocal anatomy and physiology, students learn technical and foundational aspects of the voice. Vocal health and vocal care strategies are also discussed. Students apply their learning to individual vocal programs, aspirations and progress. The singing voice and its role in solo and ensemble-specific situations within popular music styles are explored. No previous singing experience is required. This unit combines lectorials and practical tutorials.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

- Communicate through singing
- Demonstrate understanding and application of vocal technique for singing
- Prepare, document and reflect on an individual practice routine
- Discuss critically voice knowledge/science in relation to the voice as a musical instrument
- Demonstrate appropriate writing and referencing styles
- Apply vocal health and vocal care strategies
- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer
- Incorporate interpretive and stage craft skills in practice and in performance
- Select, rehearse and perform a song for solo performance

General Assessment Information

Assessment standards in this unit align with the University's grade descriptors, available at: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment

Rubrics are used for all assessments and are available on iLearn.

LATE PENALTIES

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
Exercises	15%	No	Wk 4 - In tutorials
Vocal Journal	25%	No	Wk 6 - Friday, 5/4 by 5pm
Vocal Ensemble	30%	No	Wk 9 - 7/5; Refl. 9/5 by 5pm
Performance	30%	No	Wk 13 - 4/6 - 6/6

Exercises

Due: **Wk 4 - In tutorials**
Weighting: **15%**

Students communicate by singing set exercises using appropriate vocal techniques. Exercises will be assessed during tutorial times in Week 4 (where possible).

Set singing exercises will be assessed on individual demonstration of the following criteria:

- the use of appropriate/healthy vocal technique

- posture and alignment

- breath management

- vocal clarity (simultaneous onset and balanced sound)

- vocal placement

- articulation (consonants - tongue, teeth and lips)

- musical quality

On successful completion you will be able to:
- Communicate through singing
- Demonstrate understanding and application of vocal technique for singing

Vocal Journal

Due: **Wk 6 - Friday, 5/4 by 5pm**
Weighting: **25%**

Students maintain a journal that demonstrates their understanding of their own voice as a means of effective communication in various modes (group and individual contexts). Specific journal requirements will be outlined in the Week 1 Lectorial.

The journal will be maintained for a period of 6 weeks (week 1 to week 6 inclusive) and will be assessed on demonstration of the following criteria:

- A typical vocal practice outline (once only at the beginning of the journal)
- **Weekly** responses to the question/s provided in the lectorial from week 1 to week 6 (maximum of 300 words each week)
- Responses should demonstrate understanding of anatomical and physiological voice function, appropriate voice use, vocal technique for singing, musical expression through singing, vocal health strategies and vocal care strategies, and reflexivity.
- Substantiated content using unit readings, lectorial content, and individual research is required
- Include appropriate referencing (APA) and writing style

Journals are to be submitted via Turnitin by 5pm on the due date.

On successful completion you will be able to:
- Demonstrate understanding and application of vocal technique for singing
- Prepare, document and reflect on an individual practice routine
- Discuss critically voice knowledge/science in relation to the voice as a musical instrument
- Demonstrate appropriate writing and referencing styles
- Apply vocal health and vocal care strategies

Vocal Ensemble

Due: **Wk 9 - 7/5; Refl. 9/5 by 5pm**
Weighting: **30%**

Students participate in a collaborative creative process that finishes with a group performance in the Week 9 Lectorial time.

For this assessment task, the ways in which the students contribute during the process is monitored in tutorials and in iLearn discussion forums. During the creative process, students mediate, respect and implement the viewpoints of others; students then participate in a collaborative musical performance and critically reflect on the process and performance.

Students participate in a creative group process (practice) and perform a vocal ensemble song. Incorporating aspects of group and self-analysis, a reflection statement (maximum of 500 words) is also part of this assessment (see below).

The breakdown of the percentage weighting for this assessment is as follows:

- Group performance mark (5%)
- Individual mark (performance and contribution to the process) (15%)
- Individual mark (reflection statement) (10%)

The ensemble song may be rehearsed to backing.
The performance must be *a cappella* (unaccompanied). Percussion instruments may be used; a loop station may also be used for the layering of percussive and/or sounds to underscore the ensemble. Maximum song length is 4 minutes. While most of the ensemble will be group singing (with harmony, answering phrases and echoes), each student must sing at least one line solo or one line with another singer (duo).

Ensemble singing will be assessed on individual demonstration of the following criteria:

- participation in the process leading to the ensemble performance
- individual performance (from memory) within an ensemble (musical quality and presentation)
- the use of appropriate/healthy vocal technique
- posture and alignment
- breath management
- vocal clarity (simultaneous onset and balanced sound)
- vocal placement
- articulation (consonants - tongue, teeth and lips)
- musical quality
- individual reflection statement

It is envisaged that up to 4 hours of ensemble rehearsals will occur outside tutorials. This time has been allocated in the student workload for this unit.

Students are required to submit a performance reflection on their ensemble learning process, content and outcomes (maximum of 500 words) via Turnitin by 5pm on Thursday 9th May.

Reflections will also be assessed on:

- evaluation of the practical experience
- demonstrated learning and processes
- clarity of expression
- appropriate referencing (APA) and writing style

While the reflection does not need to include reflection on the final performance, it may be appropriate to do so particularly in relation to ensemble outcomes. It is also appropriate to outline your contribution to the ensemble.

On successful completion you will be able to:
- Communicate through singing
- Demonstrate understanding and application of vocal technique for singing
- Discuss critically voice knowledge/science in relation to the voice as a musical

instrument

- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer
- Incorporate interpretive and stage craft skills in practice and in performance

Performance

Due: **Wk 13 - 4/6 - 6/6**
Weighting: **30%**

For this assessment task, students are required to research, prepare and effectively communicate singing a song.

Students will perform a song of their choice (from memory) to a backing track or to live musical accompaniment. For this assessment, students are not permitted to accompany themselves.

As the emphasis is on the implementation of vocal technique for singing and embodied musicality, students will only be permitted to use a looper in particular circumstances for this assessment task. Please check with your tutor well in advance of performance assessment if you want to use looping as it must be in addition to other accompaniment and occur in real time (not pre-recorded).

Maximum song length is 4 minutes.

Vocal performances will be assessed on the following criteria:

- spoken introductions to songs
- the use of appropriate vocal technique
- posture and alignment
- breath management
- vocal clarity (simultaneous onset and balanced sound)
- vocal placement
- articulation (consonants - tongue, teeth and lips)
- interpretive elements (including lyrical*, stage/performance skills, microphone technique and confidence)
- musical quality (including dynamics, phrasing, musical integrity/pitch accuracy)
- stylistic integrity (including appropriate musical accompaniment and vocal quality)

*For those students choosing to sing in a language other than English, you must provide a translation of lyrics for the assessment panel at the time of your assessment.

On successful completion you will be able to:
- Communicate through singing

- Prepare, document and reflect on an individual practice routine

- Apply vocal health and vocal care strategies

- Select, rehearse and perform a song for solo performance

Delivery and Resources

LECTORIALS and TUTORIALS

Due to the practical, interactive and group components of this unit, students are encouraged to attend weekly lectorials and tutorials, to read the essential readings prior to attending weekly lectorials, and to work on vocal development progressively throughout the semester. Students therefore need to devise and document a progressive rehearsal schedule that enables regular practice of the set exercises and the songs to be performed.

Students are required to participate in iLearn Forums for all group discussion. Please do not use social media, e.g., do not use Facebook. Due to copyright issues, the posting of lyrics, sheet music and/or videos on iLearn is not permitted. If appropriate, please post only links to resources such as websites/YouTube.

Students should bring bottled room temperature water to all lectorials and tutorials.

Students are requested to advise their tutor of any vocal health issues.

REQUIRED READINGS

Required readings are listed below in the weekly schedule.

Set exercises are available at MUS205 iLearn.

RECOMMENDED READING

Recommended readings will be progressively listed at MUS205 iLearn.

ASSESSMENT INFORMATION and SUBMISSION

All written assessment submissions must be through Turnitin by the due date/time.

Students will be required to provide an instrumental backing track in a suitable key for their solo assessment task or provide musicians and instruments to accompany their solo assessment. It is the responsibility of students to ensure that backing tracks do not breach copyright legislation, are obtained legally and are not pirated copies. No melody or vocals are to be on the backing track used for assessment purposes.

Students will be required to provide an instrumental backing track in a suitable key for their solo assessment task or provide musicians and instruments to accompany their solo assessment. It is the responsibility of students to ensure that backing tracks do not breach copyright legislation, are obtained legally and are not pirated copies. No melody or vocals are to be on the backing track used for assessment purposes.

For all written work, students are required to use APA referencing system for all in-text referencing and reference lists. This includes recorded material as appropriate.

Due to copyright issues, no practical assessments (group or solo) may be video recorded by students.

Rubrics are used for all assessments and are available on iLearn.

Return of marked work

Formal and informal feedback will be issued throughout the session.

Technologies used and required

A computer and Internet access are required. Music playback facility is also required.

Tutorials begin in Week 2.

MUS 205/S1/Day/Lectorial_1/01	Tuesday	10:00am	11:00am	**10 Hadenfeld Ave - T1 Theatre**	The lectorial is not recorded; a weekly slide summary will be available on iLearn.
MUS 205/S1/Day/Tutorial_1/01	Tuesday	11:00am	12:00pm	**10 Hadenfeld Ave - 123 Ensemble Rm**	Tutorials start week 2.
MUS 205/S1/Day/Tutorial_1/02	Tuesday	12:00pm	1:00pm	**10 Hadenfeld Ave - 123 Ensemble Rm**	Tutorials start week 2.
MUS 205/S1/Day/Tutorial_1/03	Tuesday	2:00pm	3:00pm	**10 Hadenfeld Ave - 123 Ensemble Rm**	Tutorials start week 2.
MUS 205/S1/Day/Tutorial_1/04	Tuesday	3:00pm	4:00pm	**10 Hadenfeld Ave - 123 Ensemble Rm**	Tutorials start week 2.
MUS 205/S1/Day/Tutorial_1/05	Thursday	1:00pm	2:00pm	**10 Hadenfeld Ave - 123 Ensemble Rm**	Tutorials start week 2.
MUS 205/S1/Day/Tutorial_1/06	Thursday	2:00pm	3:00pm	**10 Hadenfeld Ave - 123 Ensemble Rm**	Tutorials start week 2.

Unit Schedule

Tutorials: All tutorials occur in Building 10HA, Room 123 (the Ensemble Room)

Week	Lectorial Topic	Tutorials
1	**Introduction** **Reflexive learning and vocal journals;**	No tutorials

1 Set Readings	1. The Voice Foundation: The Voice Mechanism http://voicefoundation.org/health-science/voice-disorders/anatomy-physiology-of-voice-production/the-voice-mechanism/ 2. The Voice Foundation: Voice Anatomy & Physiology http://voicefoundation.org/health-science/voice-disorders/anatomy-physiology-of-voice-production/ 3. The Voice Foundation: Understanding Voice Production http://voicefoundation.org/health-science/voice-disorders/anatomy-physiology-of-voice-production/understanding-voice-production/	
2	**The vocal mechanism: anatomy and physiology;** **Ensemble development and assessment criteria**	Set exercises; ensemble repertoire
2 Set Readings	4. Kiesgen, Paul (2005). "Breathing", *Journal of Singing*. Nov/Dec2005, Vol. 62 Issue 2, p169-171. 3p. 5. Learn to Sing: Breathing http://www.bbc.co.uk/sing/learning/breathing.shtml 6. NIDCD (2017) Taking care of voices https://www.nidcd.nih.gov/health/taking-care-your-voice	
3	**Vocal technique and breathing for singing**	Set exercises; ensemble development
3 Set Readings	7. Advice For Care Of The Voice http://www.texasvoicecenter.com/advice.html 8. Thurman, L., Welch, G., Theimer, A. and Klitze, C. (2004). *Addressing Vocal Register Discrepancies* http://www.ncvs.org/pas/2004/pres/thurman/ThurmanPaper.htm	
4	**Your voice, your sound: vocal health and care**	Set exercises assessment; ensemble rehearsal
4 Set Readings	9. Top Solutions for Stage Fright http://voicecouncil.com/top-solutions-for-stage-fright/ 10. Erickson, Molly (2012). "The Traditional/Acoustic Music Project: A Study of Vocal Demands and Vocal Health", *Journal of Voice*, Volume 26, Issue 5, September 2012, Pages 664.e7-664.e23 Recommended https://www.uu.edu/dept/music/library/safety/VocalHealthInformation.pdf	

5		Vocal warm-ups; Ensemble rehearsal
	Singing in the Real World	
5 Set Readings	11. 4 Ways to Develop Your Unique Sound http://www.voicecouncil.com/develop-unique-vocal-sound-artist-advice-diane-hughes/ 12. What's Live Looping? http://www.voicecouncil.com/whats-live-looping/	
6	**Your song: Repertoire selection (solo and ensemble); Ensemble reflections; Performance anxiety**	Vocal warm-ups; Ensemble rehearsal
6 Set Readings	13. Critical Listening vs. Analytical Listening Two Ways To Listen To Music Productions http://www.music-production-guide.com/critical-listening.html 14. Hughes, D., & Keith, S. (2013). "Behind the smoke and mirrors: vocal processing, treatments and effects", *Proceedings of the Brisbane 2013 8th International Congress of Voice Teachers (ICVT) July 10-14, 2013 Brisbane, Australia,* pp.103- 111.	
7	**Singing in the Real World: Types of singers/singing**	Vocal warm-ups; Ensemble rehearsal
7 Set Readings		
8	**Performance skills**	Vocal warm-ups; Ensemble rehearsal
8 Set Readings	15. Hammond, M., Rabinowitz, K., and Alldis, D. (2009). "Mind, Body and Soul", *The Guardian*. http://www.theguardian.com/music/2009/may/10/tips-stage-performance-singing	
9	**Assessment: Ensemble Performances**	Vocal warm-ups; Solo song rehearsals and informal feedback; Using a microphone
10	**Amplification and stagecraft; Vocal processing**	Vocal warm-ups; Solo song rehearsals and informal feedback

11	**Owning a song and assessment criteria for solo performances**	Vocal warm-ups; Solo song rehearsals and informal feedback
12	No Lecture; online resource and content overview	Individual feedback/ consultation sessions
13	**Assessment: Solo Performances**	Showcase

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer
- Incorporate interpretive and stage craft skills in practice and in performance
- Select, rehearse and perform a song for solo performance

Assessment tasks

- Vocal Ensemble
- Performance

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Prepare, document and reflect on an individual practice routine
- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer
- Select, rehearse and perform a song for solo performance

Assessment tasks

- Vocal Journal
- Vocal Ensemble
- Performance

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue

knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Prepare, document and reflect on an individual practice routine

Assessment tasks

- Vocal Journal
- Vocal Ensemble
- Performance

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Communicate through singing
- Demonstrate understanding and application of vocal technique for singing
- Prepare, document and reflect on an individual practice routine
- Discuss critically voice knowledge/science in relation to the voice as a musical instrument
- Demonstrate appropriate writing and referencing styles
- Apply vocal health and vocal care strategies
- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer
- Incorporate interpretive and stage craft skills in practice and in performance
- Select, rehearse and perform a song for solo performance

Assessment tasks

- Exercises
- Vocal Journal

- Vocal Ensemble

- Performance

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate understanding and application of vocal technique for singing

- Prepare, document and reflect on an individual practice routine

- Discuss critically voice knowledge/science in relation to the voice as a musical instrument

- Demonstrate appropriate writing and referencing styles

- Apply vocal health and vocal care strategies

- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer

- Incorporate interpretive and stage craft skills in practice and in performance

- Select, rehearse and perform a song for solo performance

Assessment tasks

- Exercises

- Vocal Journal

- Vocal Ensemble

- Performance

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Prepare, document and reflect on an individual practice routine

- Discuss critically voice knowledge/science in relation to the voice as a musical instrument
- Demonstrate appropriate writing and referencing styles
- Apply vocal health and vocal care strategies
- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer

Assessment tasks

- Vocal Journal
- Vocal Ensemble
- Performance

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Communicate through singing
- Demonstrate understanding and application of vocal technique for singing
- Prepare, document and reflect on an individual practice routine
- Discuss critically voice knowledge/science in relation to the voice as a musical instrument
- Demonstrate appropriate writing and referencing styles
- Apply vocal health and vocal care strategies
- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer
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- Select, rehearse and perform a song for solo performance

Assessment tasks

- Exercises
- Vocal Journal
- Vocal Ensemble
- Performance

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Discuss critically voice knowledge/science in relation to the voice as a musical instrument
- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer
- Select, rehearse and perform a song for solo performance

Assessment tasks

- Vocal Ensemble
- Performance

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Prepare, document and reflect on an individual practice routine
- Participate, evaluate, create and gain practical experience of the role of the contemporary singer in a vocal ensemble and as an individual performer

Assessment tasks

- Vocal Journal
- Vocal Ensemble
- Performance

Changes from Previous Offering

The topics in this unit are regularly updated to reflect developments in contemporary music

technologies and practices. The assessment tasks have been reviewed in accordance with the assessment policy introduced in S2 2016.

Changes since First Published

Date	Description
25/02/2019	Individual weighting for the Ensemble task has been clarified.