

## **Moderation Feedback – Central - 2005**

**Assessment Panel:**

**Music**

**Qualification area**

**Subject(s) and Level(s)  
included in this report**

**Music National Qualifications: Intermediate 1 and  
2, Higher and Advanced Higher.**

## **General comments on moderation activity**

The greater majority of centres moderated were in line with national standards.

A wide range of Inventing folio work was found across all levels.

Folios were generally well organised with centres providing evidence that staff were comfortable with their role as internal assessors.

A wide range of musical styles and concepts were encountered, particularly in contemporary and popular genres.

Centres should be aware that the mandatory folio of compositions for central moderation should not contain the same material as that presented for the Extension option. If a candidate offers the Inventing Extension, only the Mandatory folio material should be on the accompanying tape or CD for moderation purposes.

Problems with quality of programme notes and audio materials were still evident.

## **Specific issues identified**

There still remains a tendency on the part of some centres to continue to be over-generous in the allocation of marks to candidates' Inventing folio work, particularly at Higher and Advanced Higher Levels.

Misunderstanding and inappropriate application of Composing Task Level descriptors were still in evidence, again mostly at Higher and Advanced Higher.

The requirements for arranging within composing continue to be misunderstood.

As in previous years, there were still instances of the Moderation Sample form being incorrectly completed, the candidate's mark should be scaled to be out of 60 and this scaled mark should be entered on the moderation sample form.

## **Feedback to centres**

Generally, centres are to be commended for the time and care which was taken in the submission of Inventing folios. The moderation process is both aided and informed by the following:

- ◆ programme notes, which are informative and clarify the stimulus, compositional and decision-making process, concepts deployed and actual contribution of the candidate
- ◆ composing task level descriptors, which have been applied accurately
- ◆ Teacher's supplementary comments which bring concise focus and insight to the centre's rationale for assessment decisions and marks awarded
- ◆ scores or performance plans which are complete and accurate
- ◆ audio tapes or CDs that are clearly recorded
- ◆ computer-generated scores, which are quantised and reflect the timbres chosen