

National Qualifications 2006

Senior Moderator Report

Subject: Music

Assessment Panel: Music

The purpose of this report is to provide feedback to centres on moderation which has taken place within National Qualifications in this subject.

COMPONENT / COURSEWORK IN NATIONAL COURSES

COMPONENT/COURSEWORK MODERATED

The following Coursework items were moderated:

Intermediate 1 and 2, Higher and Advanced Higher Inventing

FEEDBACK TO CENTRES

General comments:

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 Inventing folio required for central moderation should not contain the same material as that for the Extension option.

The quality of the programme notes and audio materials was not always acceptable for all candidates.

Misunderstanding and inappropriate application of Composing Task Level descriptors was still in evidence; this resulted in some candidates being presented at the incorrect level.

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.

There were many 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.

Advice on good practice and areas for further development:

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 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