



External Assessment Report 2013

Subject(s)	Music
Level(s)	Standard Grade

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

Comments on candidate performance

General comments

In the 2013 Standard Grade Music examination the overall performance of candidates was consistent with the previous year.

Solo Performing

Candidates continue to perform particularly well in the Performing elements of the Course, and there is clear evidence that centres continue to prepare their candidates well for the Visiting Examination of Solo Performing.

Group Performing / 2nd Solo Instrument and Inventing

Feedback from the centres which were selected for Visiting Verification of Group Performing/2nd Solo Instrument and Inventing in May 2013 indicated that they welcomed the endorsement of the assessment standards they were applying and found the visits useful, supportive and informative.

Areas in which candidates performed well

Candidates performed particularly well in the Solo Performing and Group Performing/ 2nd Solo Instrument elements of the Course.

Areas which candidates found demanding

No areas were found to be unduly demanding.

**Statistical information: update on Courses
STANDARD GRADE**

Number of resulted entries in 2012	9223
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Number of resulted entries in 2013	8855
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Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	41.7%
Grade 2	33.7%
Grade 3	15.0%
Grade 4	5.8%
Grade 5	2.2%
Grade 6	0.4%
Grade 7	0.0%
No award	1.3%

Grade boundaries for each assessable element in the subject included in the report

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
L	60	44	33	50	29	23	45	28	21

General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions and the mix of questions are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in say Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.