

## Music: Advanced Higher

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Headroom provided in all NABs	Output	<p>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show a sufficient breadth of coverage of the content of the Units of each Course, and must relate to the Course Grade Descriptions.</p> <p>Estimates should be based on evidence of both practical and written work. Documentary evidence of appropriately focused assessments for each Unit should be recorded on the Assessor's pro forma using the grade-related criteria and backed up by material appropriate to the Unit, eg:</p> <p><b>Performing</b> — taped evidence of one piece.  <b>Inventing</b> — taped evidence of at least one composition with programme note and score/performance plan.  <b>Listening</b> — result of concept based tests, 2 related reports.  <b>Listening extension</b> — 5 related reports.  <b>Accompanying</b> — taped evidence of candidate's attainment in each Outcome.  <b>Sound Engineering and Production</b> — stereo master recordings of final mixes, session logs, answer papers from internal assessment tests.  <b>MIDI</b> — stereo master, MIDI file and log, a final mix from an internal assessment test with all associated files.  <b>Training and Directing</b> — video taped evidence of Coursework, result of internal aural perception test (as exemplified in specimen question paper), rehearsal log.</p> <p>Evidence assembled in support of an Assessment Appeal should cover the content of all Units. This could be compiled by combining the evidence gathered for the estimate with other assessment evidence generated towards the end of the Course, ie between the submission of Estimates and the examination (for the remaining Unit). It should provide evidence of attainment as measured against the Grade Descriptions. It should always include assessment evidence to cover all Units. High-scoring evidence generated in the NAB Unit assessments at the appropriate level will lend weight to an Appeal, particularly where NABs provide headroom, ie the opportunity for the demonstration of attainment as measured by the Grade Descriptions of the Course.</p> <p>The external assessment criteria templates should be used; and in Inventing, evidence of the Composing Task Level Descriptor entry will be required.</p>

### Contact

Fiona Scott 0141-242 2286

## **Summary: Evidence requirements for Estimates, Absentees and External Assessment Appeals**

### **Estimates**

Centres make Estimates of their candidates' expected attainment in National Courses. You should take care to ensure that Estimates reflect candidates' abilities against the requirements of the Course, not just the requirements for the Units which make up the Course.

Since Estimates relate to achievement of a Course, the assessment instruments which are used to generate evidence for Estimates should allow candidates opportunities to demonstrate attainment against the requirements for the Course. Assessment instruments which assess candidates' abilities against the outcomes of National Units can help with making decisions about Estimates. However, NABs cannot normally, on their own, generate sufficient evidence of how a candidate can perform against the assessment criteria (eg retention, integration) for a Course.

### **Absentees and External Assessment Appeals**

Submissions for Absentee consideration and Assessment Appeals must be supported by valid, reliable evidence of the candidate's demonstrated attainment against the requirements for the externally-assessed components of the Course.

No past papers, including SQA past papers, will be accepted in their entirety as the assessment instrument used to generate evidence for Absentee consideration or External Assessment Appeals. However, questions selected carefully from a minimum of three past papers, preferably adapted (to ensure the breadth and depth of coverage required to satisfy the Course Grade Descriptions) can be combined to form a valid assessment instrument.

Where a centre is submitting Appeals for a significant proportion (ie more than 10%) of a cohort, it should send with the Appeals a rationale explaining why these candidates did not perform to the standard expected in the externally assessed component(s). Rationales will be used by Examiners to assist decision-making.

Evidence submitted for Absentee consideration and External Assessment Appeals must include:

- ◆ a copy of the assessment instrument(s) with details of the source of questions used (eg past papers) and associated marking schemes with cut-off scores which have been applied
- ◆ evidence which has been generated by these assessment instrument(s), before the date of the external assessment, and which has been marked in accordance with the marking schemes provided
- ◆ a clear indication of the completion date for each piece of evidence

It is the responsibility of centres to ensure the validity, reliability and security of assessment instruments, and authenticity of candidate evidence used for Estimates, Absentee consideration and External Assessment Appeals.

## Music: Higher

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Headroom provided in all NABs	Output	<p>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show a sufficient breadth of coverage of the content of the Units of each Course, and must relate to the Course Grade Descriptions.</p> <p>Estimates should be based on evidence of both practical and written work. Documentary evidence of appropriately focused assessments for each Unit should be recorded on the Assessor's pro forma using the grade-related criteria and backed up by material appropriate to the Unit, eg:</p> <p><b>Performing</b> — taped evidence of at least one piece.  <b>Inventing</b> — taped evidence of at least one composition with programme note and score/performance plan.  <b>Listening</b> — Results of Concept-based tests (as exemplified in specimen question papers).  <b>Accompanying</b> — taped evidence of candidate's attainment in each Outcome.  <b>Sound Engineering and Production</b> — stereo master recordings of final mixes, session logs, answer papers from internal assessment tests.  <b>Midi Sequencing</b> — GM MIDI files of inventions. Bearing in mind the volatile nature of computer data, all files should be backed up and stored separately. Results of class tests would also be required (as exemplified in specimen question paper).</p> <p>Evidence assembled in support of an Assessment Appeal should cover the content of all Units. This could be compiled by combining the evidence gathered for the estimate with other assessment evidence generated towards the end of the Course, ie between the submission of Estimates and the examination (for the remaining Unit). It should provide evidence of attainment as measured against the Grade Descriptions. It should always include assessment evidence to cover all Units. High-scoring evidence generated in the NAB Unit assessments at the appropriate level will lend weight to an Appeal, particularly where NABs provide headroom, ie the opportunity for the demonstration of attainment as measured by the Grade Descriptions of the Course.</p> <p>The external assessment criteria templates should be used; and in Inventing, evidence of the Composing Task Level Descriptor entry will be required.</p>

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## Music: Intermediate 2

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