

NQ Verification 2017–18

Key Messages Round 1

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Section 1: Verification group information

Verification group name:	Music
Verification event/visiting information	Event
Date published:	March 2018

National Courses/Units verified:

H240 73	National 3	Music: Performing Skills
H23X 73	National 3	Understanding Music
H240 74	National 4	Music: Performing Skills
H23V 74	National 4	Music: Composing Skills
H23X 74	National 4	Understanding Music
H240 75	SCQF Level 5	Music: Performing Skills
H240 76	Higher	Music: Performing Skills
H23V 76	Higher	Music: Composing Skills
H240 77	Advanced Higher	Music: Performing Skills
H7XA 77	Advanced Higher	Music: Composing Skills

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Section 2: Comments on assessment

Assessment approaches

Understanding Music

There was a wide range of assessment approaches used to gather evidence and it was encouraging to see a range of assessment methods being used to capture naturally occurring evidence. This included work completed in jotters, mind maps, presentations, and short research projects. A number of centres had designed assessment tasks which enabled candidates to access the assessment standards in creative and imaginative ways.

Music: Composing Skills

Evidence for the Music: Composing Skills unit may, but need not be, a complete piece(s) of music. The key focus of this unit is the ongoing acquisition of composing skills and this can be evidenced in short sections or examples of music.

There is no requirement for a candidate to submit a completed composition(s) in order to pass the Music: Composing Skills unit. Smaller sections of composing work could be submitted to demonstrate the candidates' acquisition of composing skills. For further information, centres should refer to the unit assessment support packs, where full details are given in the judging evidence tables.

Candidate' reflections should consist of comments relating to musical features of their composed sections of music and not to their experiences.

Assessment standards 1.2 and 1.3

There is no requirement for all of the concepts which are being explored and developed through the Music: Composing Skills unit to come from the level being presented. Level-specific concepts may be supplemented by concepts which feature at other SCQF levels, where stylistically appropriate.

To inform the verification process, centres are encouraged to submit audio recordings for the Music: Composing Skills unit where possible.

Music: Performing Skills

Centres have developed a wide range of repertoire at all levels to allow flexibility, personalisation and choice.

Assessment standard 1.1

Centres are reminded that it is not necessary to send recordings of complete pieces of music, but that sections of level-specific music are appropriate to meet the requirements of the unit.

It is essential for centres to include a copy of the performed music to inform the verification process.

Centres are reminded that there is no requirement for candidates to perform with accompaniment/backing track in order to achieve the Music: Performing Skills unit (at all levels).

Assessment standard 1.2

Candidate comments for assessment standard 1.2 (candidate reflection) should relate to musical aspects of their performing skills.

Assessment judgements

Centres should ensure they clearly indicate pass/fail and clearly show which assessment standard(s) the assessment judgement applies to. Centres should refer to the recording documentation provided in the unit assessment support packages for guidance on how to record this.

Music: Performing Skills unit

Centres are reminded that assessment standards in units are assessed on a pass/fail basis; therefore centres should avoid awarding marks for unit assessment purposes. Centres should refer to the judging evidence tables and the assessor's pro forma contained in the unit assessment support packs for the Music: Performing Skills units. Assessment judgements and comments should relate to, and be mapped against, the assessment standards.

For assessment standard 1.2, assessor comments must be sufficiently comprehensive to show how the assessment judgement has been made. The assessor comments should relate directly to the quality and standard of the candidate reflection and not duplicate the assessor comment on the performance, which relates to assessment standard 1.1.

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Section 3: General comments

It is essential that:

- ◆ centres clearly identify which assessment standards they are submitting evidence for
- ◆ assessor comments are sufficiently comprehensive to show how the assessment judgements have been made

If a centre is submitting interim evidence, it is possible for a candidate to be awarded an 'interim pass' for an assessment standard that hasn't yet been fully met. An example of this could be in the Music: Performing Skills unit, where interim evidence consists of performing one example on each instrument which meets the standard for assessment standard 1.1. For complete evidence, a minimum of two examples on each instrument/voice is required. Centres are reminded that a unit pass is when minimum competence has been achieved.