

# NQ Verification 2014–15

## Key Messages Round 1

01

### Section 1: Verification group information

Verification group name:	Music
Verification event/visiting information	Event
Date published:	March 2015

#### National Courses/Units verified:

H240 73	National 3	Music: Performing Skills
H23V 73	National 3	Music: Composing 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	National 5	Music: Performing Skills
H23V 75	National 5	Music: Composing Skills
H23X 75	National 5	Understanding Music
H240 76	Higher	Music: Performing Skills
H23V 76	Higher	Music: Composing Skills
H23X 76	Higher	Understanding Music

02

### Section 2: Comments on assessment

#### Assessment approaches

In most cases, centres' approach to assessment was considered and informed, and this enabled candidates to demonstrate their knowledge and skills in Music.

Selected centres had clearly spent a great deal of careful time on assessment approaches and their submissions for verification.

#### Music: Performing Skills

Centres are reminded that evidence may be, but need not be, complete pieces of music. Examples of music performed on each instrument or one instrument and voice are acceptable. However, the examples of music selected must demonstrate that the candidate can perform to the required standard.

In order to fully meet Assessment Standard 1.1, candidates must perform a minimum of four examples (two on each instrument).

For Assessment Standard 1.2, candidates are required to reflect once on each instrument or one instrument and voice. Although good practice, it is not a mandatory requirement for candidates to reflect on all pieces/examples of music performed.

### **Music: Composing Skills**

Centre-devised logs for self-reflection should allow scope for candidates to show clear insight at Higher level.

At Higher level, reflective comments to achieve Assessment Standard 1.4 should include:

- ◆ a brief description of their main musical choices and decisions
- ◆ an objective review of the impact of these choices on the resulting music
- ◆ identification of any of their chosen approaches to creating the music which were particularly successful in meeting their creative intentions
- ◆ identification of creative choices that were less effective musically, where appropriate
- ◆ identification of at least one area for improvement in the music

### **Understanding Music**

At Higher level for Assessment Standard 1.2 — *Analysing the impact of social and cultural influences on the development of the specific music styles* — candidates should demonstrate their analysis skills by:

- ◆ identifying key features and significant components within the music
- ◆ establishing and describing the relative importance of components on the style of the music
- ◆ explaining the impact of specific social and cultural influences on the distinctive sounds and development of the music style

Some candidates gave a detailed account of the social and cultural context of the period/factual biography of a composer but made no reference to the distinctive sounds of the music being written at that time.

### **Assessment judgements**

Centres should ensure they clearly indicate which assessment judgement, ie pass or fail, has been made for candidates and which Assessment Standard(s) that this applies to. Assessors are also encouraged to use the candidate assessment records which are available in the Unit assessment support packs to record their assessment judgements.

Centres should also clearly indicate whether the evidence is complete or interim and evidence should also clearly indicate which Assessment Standard it supports.

### **03 Section 3: General comments**

When submitting evidence for verification purposes, it is not necessary for all Assessment Standards in a Unit to have been assessed.

The SQA-produced Unit assessment support packs and the judging evidence tables should be referred to when making all assessment judgements.

Centres should check recording quality when submitting audio/video evidence and ensure that the candidate being assessed can be heard clearly on the particular track.

If an audio/video recording for the Performing Skills Unit is not submitted, a detailed report on the candidates' performance must be included by the assessor to explain how and why assessment decisions were reached.

In the Performing Skills Unit, it is essential for centres to include a copy of the music to inform the verification process.

Presenting evidence/materials on a USB pen drive is to be considered. Electronic files containing copies of the music being played could also be included to save paper and centres may find this easier to compile. Centres should not submit music which would require specific software to open it eg Sibelius/MuseScore.