



Course Report 2014

Subject	Music Technology
Level	National 5

The statistics used in this report have been compiled before the completion of any Post Results Services.

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 assessment and marking instructions for the examination.

Section 1: Comments on the Assessment

Component 1: Question Paper

The Question Paper was received well in Year 1 of this brand new Course. The Question Paper contained a wide range of music excerpts and genres/styles and provided appropriate challenge and demand for National 5 level.

Component 2: Music Technology Assignment

The Music Technology Assignment was successfully completed, with many centres and candidates submitting material of a high standard. While many candidates opted to submit a multitrack recording of small group, other centres opted for a radio broadcast or sound design and Foley for a film or games design. In most cases candidates followed the design briefs closely and effectively completed this component.

Section 2: Comments on candidate performance

Component 1: Question paper

Most candidates performed well in the question paper and it was evident that candidates were well prepared. The average mark for the question paper was 17/30.

Component 2: Music Technology Assignment

Particularly good marks were achieved by many of this year's candidates for the Music Technology Assignment. The average mark for the assignment was 52/70.

Section 3: Areas in which candidates performed well

Component 1: Question Paper

Question 1: Candidates are tested on styles of music and related concepts, and most candidates were well prepared and able to identify the correct answers.

Question 3: Candidates are tested on a mixture of technological and musical concepts. Again most candidates were able to identify the correct answers.

Component 2: Music Technology Assignment

Generally the Music Technology Assignment was completed successfully. There was evidence of centres implementing a variety of different assignment briefs.

For the assignment brief most candidates demonstrated a secure knowledge of:

- ◆ Stage 2(a) 'implementing the production' – audio capture
- ◆ Stage 2(b) 'mixing skills'
- ◆ Stage 2(c) 'creative and appropriate use of sound and/or music'

There is evidence that centres have appropriate resources, and are well placed to provide a good level of support. Candidates seem to be well prepared and knowledgeable of software programmes and manipulating sound.

Section 4: Areas which candidates found demanding

Component 1: Question Paper

Question 2(c)(i): Some candidates had difficulty in answering this question concerning type of microphone and 2(c)(ii) microphone placement. Some candidates encountered difficulty with specific microphone placement, for mic'ing an acoustic guitar, specifically concerning the distance and section of guitar to be mic'd.

Question 4(a)(i): Some candidates had difficulty in answering this question, which asked for the style of music; and 2(b)(ii) time signature.

Question 5: Some candidates had difficulty in answering this question in which controls, effects and process had to be linked with certain instruments. Some candidates encountered difficulty in distinguishing between different effects, controls and processes.

Question 6(a): Some candidates had difficulty in answering this question in which an instrument/voice is linked with an effect and another instrument and voice is linked with panning on two versions of the one song.

Candidates need to distinguish between lead, rhythm, acoustic and electric guitars.

Candidates also need to distinguish between lead and backing vocals when describing panning.

Component 2: Music Technology Assignment

For stage 1 'planning the production', some candidates did not submit sufficient evidence of prior planning and research. In some cases candidates did not submit a formal plan, progress report and evaluation

For stage 3 'evaluating the production', in some cases evaluations were poor, which affected the overall marks.

Section 5: Advice to centres for preparation of future candidates

Component 1: Question paper

In preparing candidates for the question paper, centres should ensure that candidates have experience of identifying different effects, controllers and processes applied to a section of music.

They should also encourage the experience of mic'ing other instruments in different situations. This should be covered during the Music Technology Skills Unit and reinforced in the completion of the Music Technology Assignment.

As a matter of good practice, centres should ensure that speakers are tested for left and right balance before the question paper.

Component 2: Music Technology Assignment

Candidates should be aware of the number of tracks which use a microphone as some centres failed to use the required number. Five tracks are needed for National 5, including two microphones.

Most centres submitted recordings on CD and memory sticks. There were very few problems accessing assignments as file management was of a good standard.

Some candidates require to be better prepared when completing the supporting documentation for Stages 1 and 3 — some candidates submitted little or no evidence of formal plan, progress report and evaluation, therefore losing marks. Please refer to the marking instructions contained in the Music Technology Assignment Assessment task and sample briefs.

Centres are reminded that there is no minimum time set for the Course Assignment. Professional judgement should be exercised when determining the appropriate length for a given assessment brief. For example, an assignment based on a *Sound design for Foley for a film* brief may be shorter than one based on that of a *Multi-track recording of a small group performance* given the relative density of recording/sequencing/manipulation tasks.

Statistical information: update on Courses

Number of resulted entries in 2013	0
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Number of resulted entries in 2014	250
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Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 100				
A	53.6%	53.6%	134	70
B	25.6%	79.2%	64	60
C	13.2%	92.4%	33	50
D	4.0%	96.4%	10	45
No award	3.6%	-	9	-