



Course Report 2015

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 and assessors 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: Assignment

The assignment was successfully completed, with many centres and candidates submitting material of a very high standard. A variety of assignment briefs were submitted. Many centres opted to submit radio broadcasts, audio books, or sound design and Foley for film or games design. Many centres continue to submit a multi-track recording of small groups. In most cases, candidates followed the design briefs closely and effectively completed this component.

Component 2: Question paper

The question paper performed well during year two of this new Music Technology Course. The paper contained a wide range of music excerpts and provided suitable challenge and demand for National 5 level.

Section 2: Comments on candidate performance

Component 1: Assignment

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

Component 2: Question paper

Most candidates performed well in the question paper and it was evident that candidates were generally well prepared.

Section 3: Areas in which candidates performed well

Component 1: Assignment

Generally the 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

Candidates seemed to be well prepared and knowledgeable of software programmes, and capturing and manipulating sound, with some very interesting and creative projects

submitted. Logbooks were submitted in paper form or electronically as word documents or PowerPoints. There is evidence that centres have appropriate resources, and are well placed to provide a good level of support

Component 2: Question paper

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

Question 3: Candidates are assessed on a range of technological and musical concepts. Most candidates were able to identify the correct answers.

Question 5: Candidates are assessed on identifying instruments/voices and linking these to controls and effects. Again, most candidates were able to identify the correct answers.

Section 4: Areas which candidates found demanding

Component 1: Assignment

Some candidates had difficulty with Stage 1 planning the production, and did not submit sufficient evidence of prior planning and research. In a number of cases candidates did not submit a formal plan, progress report and evaluation.

Some candidates had difficulty with Stage 3 evaluating the production. In some cases evaluations were poor with few, if any, constructive evaluative comments.

Component 2: Question paper

Question 1 (b): Some candidates had difficulty identifying the correct music concept.

Question 2 (c) (i): Some candidates had difficulty in answering this question concerning type of microphone and 2 (c) (iii) microphone placement.

Some candidates encountered difficulty with specific microphone placement, for mic'ing an electric bass guitar through an amplifier, specifically concerning the distance and section of amplifier to be mic'd.

Question 4 (b): Some candidates had difficulty in answering part (b) of this question which asked for concepts relevant to blues music.

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.

Section 5: Advice to centres for preparation of future candidates

Component 1: Assignment

Candidates are reminded of the number of tracks which use a microphone. A minimum of five tracks are needed for National 5 including two microphones. This should be clearly documented and evidenced in the planning and progress report. Some candidates failed to use the required number of microphones in their assignment.

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

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

Component 2: 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.

Candidates are required to distinguish between acoustic and electric guitars.

Candidates must use the concept drum kit rather than drums.

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

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

Statistical information: update on Courses

Number of resulted entries in 2014	250
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Number of resulted entries in 2015	498
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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	57.0%	57.0%	284	70
B	22.7%	79.7%	113	60
C	14.3%	94.0%	71	50
D	3.2%	97.2%	16	45
No award	2.8%	-	14	-

The intention was to set a similar grade boundary to last year. The Course Assessment functioned as intended therefore no adjustment to grade boundaries was required.