



Alternative Certification Model 2020–21: National QA Exercise Key Messages

Subject	Music Technology
Level	National 5

This report provides information on themes emerging from the national quality assurance exercise, which is part of the Alternative Certification Model for National 5, Higher and Advanced Higher courses.

A sample of candidates' assessed work from selected centres was reviewed to determine whether assessment was in line with the national standard. The evidence submitted may have been partial or incomplete and is unlikely to have represented all of the evidence that will be gathered to allow the centre to determine a provisional result.

The centres selected for review in this subject and at this level have been provided with specific feedback on the evidence that they submitted. The comments below highlight key points about the assessment approaches and instruments used and the sampled centres' assessment judgements, for all centres delivering the subject at this level to reflect upon and make any appropriate adjustments.

Section 1: Comments on approach to assessment

Question paper

Selected centres submitted a range of approaches to generating evidence for the question component, including:

- ◆ assessments using a range of SQA past papers
- ◆ assessments using questions from a range of SQA past papers and centre-devised questions
- ◆ using the SQA 2020–21 National 5 Music Technology question paper in its entirety

The approach of most centres to gathering evidence for this component ensured appropriate course coverage and level of demand.

Assignment

All selected centres followed the [subject specific guidance document for National 5 Music Technology](#). Some centres followed the [revised assignment task for 2020–21](#) and the assignment task from previous years. Some centres captured their own audio, with most submitting foley projects.

Section 2: Comments on assessment judgements

Question paper

Overall, assessment judgements for the question paper were in line with national standards. However, in some instances centre-devised question paper assessments were used and marking instructions were not applied accurately or consistently. For question 7(a), centres should refer to the [2019 Music Technology course report](#) section 3 that details requirements such as distinguishing between lead and backing vocals, and acoustic and electric guitars when describing panning.

Assignment

Overall, assessment judgements were in line with national standards. However, in some instances marking instructions were inconsistently applied. This was apparent in stage 1 planning and stage 3 evaluation, with a more consistent approach to applying marking instructions for stage 2. To access the full range of marks, candidates must demonstrate all technical skills as detailed in the [course specification document for National 5 Music Technology](#).

Centres should refer to the [Understanding Standards examples](#) available for National 5 Music Technology on SQA's secure website. They detail the marks that have been awarded to specific examples of candidate evidence and the reasons why. The examples include the planning and capturing of audio, which is not mandatory in session 2020–21, but remains useful as an indication of the standards required.

Overall, centres were effective at providing detailed checklists and observation notes.

In most cases, there was evidence that centre and/or local authority moderation processes were thorough, detailed and effective.

There was evidence that teachers and lecturers are working hard to develop and encourage the skills, knowledge and understanding necessary for this course. We commend centres for developing a wide range of approaches towards delivery of Music Technology within the Scottish Government COVID-19 guidance and restrictions.