

**hello  
possibility.**

## **Internal Assessment Sample Tasks**

NCFE Level 3 Applied General Certificate in Music Technology  
(601/6779/8)

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## Introduction

NCFE has created a set of sample tasks for each unit which you can contextualise to suit the needs of your learners to help them complete their internal assessment. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge.

You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- permit effective discrimination between learners operating at different levels
- cover the required content.

NCFE has provided guidance to help Teachers create valid and reliable internal assessment tasks. For further information please see Internal Assessment Writing and Delivery: Guidance for Centres on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

There is also an assessment checking service. The Assessment Checking Service provides centres with the opportunity to have your assessments checked. For more information please visit our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

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## Supervision of learners

Teachers are expected to supervise and guide learners when carrying out work that is internally assessed.

Teachers should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must sign to declare that the work is their own.

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## Supporting learners

Teachers are responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Teachers may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner.

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## Feedback to Learners

NCFE qualifications have been designed to enable learners to demonstrate their knowledge, understanding and skills. It is expected that their level of performance will improve over the course and teacher feedback is an essential part of the process.

It is important that Teacher feedback should focus on helping the learners to evaluate their own performances in order to reduce any discrepancies between their current performance and that which is desired.

The Teacher must:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments generalisable so that the learner can apply them to new situations
- encourage self-regulation and criticism, for example, 'you know the key features of making an evaluation, check whether these are included in your own work'
- reference learning points, for example, 'your answer might be better if you included strategies we discussed earlier'
- limit your comments to one or 2 key areas
- always record feedback given to individual learners (eg Evidence and Grading Tracker).

The Teacher must not:

- provide templates or model answers
- give feedback on specific elements of tasks
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

## Unit 01 Using a Digital Audio Workstation (A/507/4987)

### Internal assessment tasks

#### Task 1 – Evaluating the modern Digital Audio Workstation (DAW)

##### Learning outcome 1: Understand the functions of a Digital Audio Workstation (DAW)

A music technology retailer has commissioned you to produce material that will appear alongside a popular songwriting publication. The retailer is confident that readers will be tempted to invest in a modern DAW system if they understand what each piece of hardware/software is for, how it operates and how it has developed over time.

Your material should describe how each of the hardware components works together and what each of the software functions are used for in a modern DAW.

You should assess the functionality of modern DAW systems in comparison to older systems, and the impact of the development of the DAW on musicians and producers.

You should use technical terms in your descriptions.

You must demonstrate your understanding of the following:

- the functions of DAW hardware
  - computer hardware and peripherals
  - connection types and functions
  - MIDI controllers
- the functions of DAW software
  - configuration of software preferences
  - track types
  - MIDI data
  - MIDI input
  - MIDI editing
  - automation
  - recording audio
  - audio editing
  - DAW arranging features
  - software instruments
  - plug ins
  - exporting to stereo audio
- the development of DAW technology
  - historical overview of the development of sequencing hardware and software
  - impact of the DAW upon the work of musicians and producers.

## **Unit 01 Using a digital audio workstation (A/507/4987) (cont'd)**

### **Internal assessment tasks (cont'd)**

#### **Task 1 – Evaluating the modern Digital Audio Workstation (DAW) (cont'd)**

##### **Types of evidence:**

Your material could be presented as:

- a presentation
  - annotated diagrams
  - a video recording/screencast
  - a report
  - a poster.
-

## Unit 01 Using a Digital Audio Workstation (A/507/4987) (cont'd)

### Learning outcome 1: Understand the functions of a Digital Audio Workstation (DAW) (cont'd)

#### Grading descriptors

**Pass:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Possible solutions to complex technical scenarios are identified. Supports all points with some sophisticated examples.

**Merit:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Effective solutions to complex technical scenarios are identified. Supports all points with sophisticated examples and some appropriate comparisons.

**Distinction:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Makes well-reasoned and balanced conclusions from research into complex technical scenarios which are effectively resolved. Supports all points with sophisticated examples and appropriate comparisons.

## Unit 01 Using a Digital Audio Workstation (A/507/4987) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 2 – Demonstrating your DAW skillset

**Learning outcome 2: Create a musical project that will include MIDI and audio**

**Learning outcome 3: Review your completed musical project**

The article that you wrote for the music technology retailer was well received and they have put you on their 'featured artists' webpage. This has led to professional exposure for you.

The retailer now wants you to create a product demonstration/evaluation showing how their products can be used to create a musical project. You should consider that this is an opportunity to showcase both your knowledge and skills as a music technologist.

You must demonstrate the use of the following DAW software functions in creating a piece of music:

- configuration of software preferences
- MIDI input
- MIDI editing (use of corrective and creative editing)
- automation
- recording and configuration of audio tracks
- audio editing (corrective and creative)
- DAW arranging features
- software instruments
- plug-ins
- routing
- exporting to a stereo audio file.

The piece of music must last between 3 and 5 minutes.

The piece of music must consist of a minimum of 16 tracks, which must include a combination of both audio and MIDI.

You need to review:

- how the project has met the brief through the use of DAW software functions
- the outcome of experimentation
- strengths and areas for improvement.



## Unit 01 Using a Digital Audio Workstation (A/507/4987) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 2 – Demonstrating your DAW skillset (cont'd)

##### Types of evidence:

You must provide:

- your final piece delivered in a format appropriate to the brief
- evidence of the processes used to develop the piece
- an ongoing action plan
- your review.

Evidence of your process and review could include:

- annotated photographs and/or screenshots
  - video recording with commentary/podcast
  - a written report
  - audio files.
-

## Unit 01 Using a Digital Audio Workstation (A/507/4987) (cont'd)

### Learning outcome 2: Create a musical project that will include MIDI and audio (cont'd)

#### Grading descriptors

**Pass:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Possible solutions to complex technical scenarios are identified. Supports all points with some sophisticated examples.

**Merit:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Effective solutions to complex technical scenarios are identified. Supports all points with sophisticated examples and some appropriate comparisons.

**Distinction:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Makes well-reasoned and balanced conclusions from research into complex technical scenarios which are effectively resolved. Supports all points with sophisticated examples and appropriate comparisons.

### Learning outcome 3: Review your completed musical project (cont'd)

#### Grading descriptors

**Pass:** Describes the effectiveness of the processes and practices. These are linked to success or otherwise of the overall outcome.

Produces an action plan to improve or extend the outcome, which has some links to the experience of the task/performance.

**Merit:** Describes the effectiveness of the processes and practices, and justifies their uses.

Produces an action plan to improve or extend the outcome, which is clearly linked to the experience of the task/performance.

**Distinction:** Describes the effectiveness of the processes and practices, and justifies their uses.

Produces a comprehensive action plan to improve or extend the outcome, which is clearly linked to the experience of the task/performance.

Makes well-reasoned and balanced conclusions which inform future developments.

## Unit 02 Creating music (F/507/4988)

### Internal assessment tasks

#### Task 1 - Musical styles blog

##### Learning outcome 1: Understand the musical and cultural elements of chosen styles

You have been asked by a well-known music magazine to create a series of blog articles exploring 3 different popular music styles. You should choose a range of styles to explore in your blog.

In your blog you will need to describe how musical, cultural and technological factors relate to each of your chosen styles.

Your blog must show that you have used your own research to present your findings in your own words.

In your blog you must research and describe the following, using examples:

- key musical elements in relation to chosen styles
  - musical structure
  - melody
  - rhythm
  - harmony
  - instrumentation
- cultural and technological developments in relation to chosen styles
  - historical events impacting upon music
  - social developments impacting upon music
  - influence of technology on the development of music.

You should make use of notation (eg stave, graphic, tablature) to represent and explain musical examples.

You should use a range of sources of information (sound clips, online videos, musical notation, articles, website and other music magazines). You may wish to explore different types of information and compare pieces of recorded music to show that you understand key elements and social/technological developments.

The magazine requires you to state where you have taken your information from, so you should carefully reference any sources that you have used.

## **Unit 02 Creating music (F/507/4988) (cont'd)**

### **Internal assessment tasks (cont'd)**

#### **Task 1 - Musical styles blog (cont'd)**

##### **Types of evidence:**

You must provide:

- your blog, including references to where you found your research information.

Your blog could include:

- digital or interactive presentation
  - poster
  - written report
  - leaflet
  - audio/visual narrative
  - research evidence - audio examples, list of examples listened to.
-

## Unit 02 Creating music (F/507/4988) (cont'd)

### Learning outcome 1: Understand the musical and cultural elements of chosen styles (cont'd)

#### Grading descriptors

**Pass:** Uses information from a specialist source and communicates it into their own words.

Describes key musical and cultural elements of the chosen styles, using appropriate specialist language in context. All points are supported with some sophisticated examples.

**Merit:** Uses information found in different formats from at least 2 specialist sources and communicates it, mostly accurately, in their own words.

Describes key musical and cultural elements of the chosen styles, using appropriate specialist language in context. All points are supported with sophisticated examples and some appropriate comparisons.

**Distinction:** Uses information appropriately taken from a wide range of specialist sources in different formats and accurately communicates it in their own words.

Describes key musical and cultural elements of the chosen styles, using appropriate specialist language in context. All points are supported with sophisticated examples and consistently appropriate comparisons.

## Unit 02 Creating music (F/507/4988) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 2 – Songwriting competition

**Learning outcome 2: Create a portfolio containing 3 musical compositions in the styles described in learning outcome 1**

**Learning outcome 3: Review your musical compositions**

Following on from the success of your blog, a production company has been in touch asking you to take part in a televised national songwriting competition. You are to demonstrate your abilities in composing music for the 3 different styles that you selected in your blog.

You have been asked to document evidence relating to how you have developed your compositions, explaining the influence of your research, experimentation and the processes undertaken.

As this is a televised competition, the production company is keen to provide a sense of a 'journey' and have asked you to submit a review showing the process of developing and evaluating your completed pieces.

In relation to learning outcome 2 you must:

- create a portfolio containing 3 original musical compositions in the styles described in learning outcome 1
- each composition must consist of a minimum of 8 parts (including a combination of MIDI and audio tracks)
- finished compositions must be presented in an appropriate audio-file format and may include notion/chord charts
- the total length of the 3 compositions should be approximately 10 minutes
- you should create your piece of music using original material and musical ideas which reflect your chosen style. You should consider:
  - structure
  - melody
  - rhythm
  - harmony
  - instrumentation
  - cultural and technological factors (where appropriate) (eg punk rock – anti-establishment lyrical content).

You must demonstrate:

- stylistically appropriate selection and creation of key musical elements to produce compositions
- presentation compositions as mixed audio files.

## Unit 02 Creating music (F/507/4988) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 2 – Songwriting competition (cont'd)

In relation to learning outcome 3 you must reflect on:

- how your research informed the final compositions
  - your selection and creation of key musical elements
  - your strengths and areas for improvement.
- 

#### Types of evidence:

You must provide:

- the final completed compositions as audio files
- your review.

Evidence of your process and review could include:

- annotated screen shots
  - annotated photographs and/or screenshots
  - video recording with commentary
  - a written or verbal report
  - notated parts
  - video review/podcast.
-

## Unit 02 Creating music (F/507/4988) (cont'd)

### Learning outcome 2: Create a portfolio containing 3 musical compositions in the styles described in learning outcome 1 (cont'd)

#### Grading descriptors

**Pass:** Completes 3 music compositions referencing their stylistic research from learning outcome 1. Learners will show experimentation with complex materials and techniques. The outcome will show application of some key musical elements in completing the compositions.

**Merit:** Completes 3 music compositions showing understanding of their stylistic research from learning outcome 1. Learners will show experimentation with complex materials and techniques. The outcome will show consistent application of all the key musical elements in completing the compositions.

**Distinction:** Completes 3 music compositions showing detailed and consistent understanding of their stylistic research from learning outcome 1. Learners will show experimentation with complex materials and techniques. The outcome will show consistent and musically accurate application of all the key musical elements in completing the compositions.

### Learning outcome 3: Review your musical compositions (cont'd)

#### Grading descriptors

**Pass:** Describes the effectiveness of the research and practices. Consistently and effectively selects and uses appropriate technical language.

**Merit:** Describes the effectiveness of the research and practices and justifies their use in creating the final compositions. Consistently and effectively selects and uses appropriate technical language.

**Distinction:** Describes the effectiveness of the research and practices and justifies their use in creating the final compositions. Consistently and effectively selects and uses appropriate technical language.

Makes well-reasoned and balanced conclusions which inform future developments.



## Unit 03 Multitrack audio recording, mixing and mastering (A/507/4990)

### Internal assessment tasks

#### Task 1 – Studio apprenticeship

##### Learning outcome 1: Plan a multitrack recording session in response to a given scenario

You are competing with other candidates for a studio apprenticeship at a local recording studio. In order to assess your suitability for the role, the studio owner has asked you to submit detailed plans of a multitrack recording session that you wish to undertake.

The studio owner is expecting to see the rationale behind your planning and is looking for you to justify the decisions you make, demonstrating your knowledge of the theories and concepts involved.

You are required to plan to record 1 piece of music consisting of at least 8 audio tracks.

In your plan you must consider:

- planning a recording
  - recording environment (including aspects relating to the acoustics of live and control rooms)
  - health and safety
  - session planning (including timescales for the whole project, logistical considerations & process planning)
- recording equipment
  - appropriate choices and properties of microphones
  - microphone placement
  - direct input
  - audio interfaces
  - pre-amps
  - multitrack recorders
  - monitoring
- development of technology and practices
  - changing recording formats over time
  - how the development of technology over time has affected the practice of sound recording
  - changing end consumer formats over time.

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#### Types of evidence:

Your plan could be presented as:

- digital or interactive presentation
  - poster
  - written report
  - audio/visual narrative
  - annotated diagrams.
-

### Unit 03 Multitrack audio recording, mixing and mastering (A/507/4990) (cont'd)

#### Learning outcome 1: Plan a multitrack recording session in response to a given scenario (cont'd)

##### Grading descriptors

**Pass:** Consistently and correctly applies technical terms in context and demonstrates an understanding of the theories and concepts.

Makes reasoned conclusions based on appropriate information. Possible solutions to the scenario are identified and a plan produced.

**Merit:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Makes reasoned conclusions based on appropriate information. Effective solutions to the scenario are identified and a plan produced.

**Distinction:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Makes reasoned conclusions based on appropriate information. Demands of the scenario are effectively met through a comprehensive plan.

## Unit 03 Multitrack audio recording, mixing and mastering (A/507/4990) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 2 – Recording session

##### Learning outcome 2: Undertake a multitrack recording session

Congratulations, you have been successful and have been appointed as the new studio apprentice!

You now have to follow through with your plans for a multitrack recording session, by undertaking the recording session.

The studio owner has asked you to keep a production process log during your time at the studio, documenting your progress so that your performance can be continuously evaluated.

In your recording session you must demonstrate:

- use of equipment
- use appropriate tools and techniques including:
  - choice of microphones
  - microphone placement
  - direct input (DI)
  - use of pre-amp/audio interface
  - use of multitrack recorder
  - use of monitoring for engineer and artist
- adjustment of recording levels to optimize gain
- sequential and simultaneous recording of multiple audio sources onto separate tracks
- health and safety procedures in relation to the recording environment.

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#### Types of evidence:

You must provide:

- audio recordings of work in progress
- a production process log showing how you undertook the recording.

Evidence of process could include:

- video narration
  - annotated photos
  - diary or recording log
  - blog
  - health and safety checklists.
-

### Unit 03 Multitrack audio recording, mixing and mastering (A/507/4990) (cont'd)

#### Learning outcome 2: Undertake a multitrack recording session (cont'd)

##### Grading descriptors

**Pass:** Process will show application of some specialist skills in meeting a complex brief. The outcome will demonstrate the ability to record a minimum of 8 audio tracks.

**Merit:** Process will show the effective application of specialist skills in meeting a complex brief. The outcome will demonstrate the ability to record a minimum of 8 audio tracks.

**Distinction:** Process and outcome will show the consistent effective application of specialist skills in meeting a complex brief. The outcome will demonstrate the ability to accurately capture a minimum of 8 audio tracks.

## Unit 03 Multitrack audio recording, mixing and mastering (A/507/4990) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 3 – Mixing and mastering

##### Learning outcome 3: Demonstrate mixing of a multitrack audio recording

##### Learning outcome 4: Demonstrate relevant mastering processes

Following on from your recording session, you are now required to transfer your project to your DAW for mixing and mastering.

Once again, the studio owner is keen to evaluate your development and requires you to continuously update your production log as you progress with your mixing and mastering.

You are required to mix the track you recorded in task 2. You must keep a record of your mix process and demonstrate and explain the following:

- preparation of audio for mix
  - use of audio editing to remove unwanted noise
  - apply fades and crossfades
- use of processing and mixing techniques
  - EQ
  - effects
  - dynamics
  - balance
  - stereo field
  - monitoring
  - automation (use of automation for corrective and creative purposes).

You are also required to master the track. The studio owner requires that you should produce a CD quality audio file and an MP3. You must keep a record of your mastering process and demonstrate and explain the following:

- application of an effective mastering chain
  - audio editing
  - gain
  - EQ
  - stereo image
  - compression
  - limiting
- saving final mastered audio file in an appropriate format
  - format (AIFF, WAV, MP3).

## Unit 03 Multitrack audio recording, mixing and mastering (A/507/4990) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 3 – Mixing and mastering (cont'd)

##### Types of evidence:

You must provide:

- final stereo mix of the recording (pre-master)
- evidence of the mixing process
- final mastered recording.

Evidence of the mixing and mastering process could include:

- early/original mixes to demonstrate development to the final mix
  - video narration
  - annotated photos
  - diary or recording log
  - blog
  - health and safety checklists.
-

### Unit 03 Multitrack audio recording, mixing and mastering (A/507/4990) (cont'd)

#### Learning outcome 3: Demonstrate mixing of a multitrack audio recording (cont'd)

##### Grading descriptors

**Pass:** Shows experimentation with complex materials and techniques. Process and outcome will show application of some specialist skills in completing a complex brief.

**Merit:** Shows experimentation with complex materials and techniques. Process and outcome will show effective application of specialist skills in completing a complex brief.

**Distinction:** Shows experimentation with complex materials and techniques. Process and outcome will show consistent and effective application of specialist skills in completing a complex brief.

#### Learning outcome 4: Demonstrate relevant mastering processes (cont'd)

##### Grading descriptors

**Pass:** Shows experimentation with complex materials and techniques. Process and outcome will show application of some specialist skills in completing a complex brief.

**Merit:** Shows experimentation with complex materials and techniques. Process and outcome will show effective application of specialist skills in completing a complex brief.

**Distinction:** Shows experimentation with complex materials and techniques. Process and outcome will show consistent effective application of specialist skills in completing a complex brief.

## Unit 03 Multitrack audio recording, mixing and mastering (A/507/4990) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 4 – Recording project review

##### **Learning outcome 5: Review the process of recording, mixing and mastering and the final audio product**

Your time as an apprentice has come to an end. You are now required to reflect on your time working in the recording studio. You have been asked by the studio owner to evaluate your progression from planning through to the final product.

You should prepare a report that reviews the process of recording, mixing and mastering and the final audio product. You should compare and contrast the mastered, mixed and unmixed recordings.

You must evaluate:

- planning
- progression from unmixed to mixed to mastered recording
- strengths of the final product
- ways to improve.

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#### **Types of evidence:**

You must provide:

- your review.

The review could include:

- video recording with commentary
  - a brief written report
  - video review/podcast.
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### Unit 03 Multitrack audio recording, mixing and mastering (A/507/4990) (cont'd)

#### Learning outcome 5: Review the process of recording, mixing and mastering and the final audio product (cont'd)

##### Grading descriptors

**Pass:** Correctly and consistently selects and uses appropriate technical terms.

Describes the effectiveness of the planning and the processes of recording, mixing and mastering. These are linked to the success or otherwise of the overall outcome.

**Merit:** Correctly and consistently selects and uses appropriate technical terms.

Describes the effectiveness of the planning and the processes of recording, mixing and mastering and justifies their choices.

**Distinction:** Correctly and consistently selects and uses appropriate technical terms.

Describes the effectiveness of the planning and the processes of recording, mixing and mastering and justifies their choices.

Makes well-reasoned and balanced conclusions which inform future developments.

## Unit 04 Sound creation (J/507/4992)

### Internal assessment tasks

#### Task 1 – Sound knowledge

##### Learning outcome 1: Understand principles relating to sound, sampling and synthesis

You have applied for a job as a music composer for a leading UK computer games company. As part of the interview process, they want you to successfully demonstrate your knowledge of sound, sampling and synthesis theory in order to be awarded the job.

You must demonstrate your understanding of the following:

- properties of sound
  - sound wave propagation and how it is represented graphically
  - the harmonic series and timbre
  - measurement of sound and psychoacoustics
- sampling theory
  - sampling rate and frequency content
  - bit-depth
  - creating sampled instruments
- synthesis theory
  - oscillator waveforms
  - filters
  - envelope
  - modulation
- development of sampling and synthesis technology
  - know about how sound is produced in different types of synthesis (eg subtractive, sample-based, FM).

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#### Types of evidence:

Evidence could include:

- digital or interactive presentation
  - poster
  - written report
  - audio/visual narrative
  - audio examples.
-

#### Unit 04 Sound creation (J/507/4992) (cont'd)

##### Learning outcome 1: Understand principles relating to sound, sampling and synthesis (cont'd)

###### Grading descriptors

**Pass:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Uses information from a specialist source and communicates it in own words. Supports all points with some sophisticated examples.

**Merit:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Uses information found in different formats from at least 2 specialist sources and communicates it, mostly accurately, in own words. Supports all points with sophisticated examples and some appropriate comparisons.

**Distinction:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Uses information appropriately taken from a wide range of specialist sources in different formats and accurately communicates it in own words. Supports all points with sophisticated examples and appropriate comparisons.

## Unit 04 Sound creation (J/507/4992) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 2 – Games without frontiers

##### Learning outcome 2: Explore sampling techniques

##### Learning outcome 3: Explore synthesis

The computer games company that you are working for create games for games consoles and mobile platforms. The marketing model that the company uses, is to release a modern blockbuster game for a popular console platform, whilst simultaneously releasing a free retro-styled mobile application.

You have been tasked with creating instruments for use in sound tracking a forthcoming sci-fi game.

LO2 Blockbuster game: You should create a sampler instrument patch that can be used in the upcoming game. You are required to compose a short piece of music demonstrating its use.

LO3 Retro app: You should create (at least) 2 synthesizer patches that can be used in the upcoming game. You are required to compose a short piece of music demonstrating their use.

As you have recently joined the company, they are keen to assess your skills and have asked you to provide evidence of how you created your patches.

For learning outcome 2 you must:

- record original audio for use as material to create a sampler patch
- use audio editing tools to prepare audio for use as samples
- import the edited audio files into a hardware or software sampler instrument
- create and save an original sampler patch making use of the following:
  - key mapping
  - velocity switching
  - looping
  - filtering
- create a short piece of music demonstrating your sampler instrument's use.

For learning outcome 3 you must demonstrate your ability to use a range of synthesis types and techniques:

- synthesis type (eg subtractive and FM)
  - wave form selection
  - filtering
  - envelope
  - modulation
- create a short piece of music demonstrating your instrument's use.

## Unit 04 Sound creation (J/507/4992) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 2 – Games without frontiers (cont'd)

##### Types of evidence:

You must provide:

- audio/video recordings
- your sampler patch
- your synthesiser patches.

Evidence of process could include:

- video narration
  - annotated photos
  - diary or recording log
  - blog.
-

## Unit 04 Sound creation (J/507/4992) (cont'd)

### Learning outcome 2: Explore sampling techniques (cont'd)

#### Grading descriptors

**Pass:** Process and outcome will show application of some specialist skills in completing a complex brief.

**Merit:** Process and outcome will show the effective application of specialist skills in meeting a complex brief.

**Distinction:** Process and outcome will show the consistent effective application of specialist skills in meeting a complex brief.

### Learning outcome 3: Explore synthesis (cont'd)

#### Grading descriptors

**Pass:** Process and outcome will show application of some specialist skills in completing a complex brief.

**Merit:** Process and outcome will show the effective application of specialist skills in meeting a complex brief.

**Distinction:** Process and outcome will show the consistent effective application of specialist skills in meeting a complex brief.

## Unit 04 Sound creation (J/507/4992) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 3 – Games review

#### Learning outcome 4: Review the processes and tools used and the material created in learning outcomes 2 and 3

The game is being launched at an entertainment trade fair. You have been asked to represent the company's composition team by presenting a review of your work to some VIP delegates.

You are required to review the materials, processes and tools used in creating your sampler and synthesizer patches and the impact their choices had on the final materials created.

You must evaluate:

- the suitability of chosen processes
- the success of outcomes in relation to the brief.

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#### Types of evidence:

You must provide:

- your review.

Evidence of your review could include:

- digital or interactive presentation
  - video recording with commentary
  - a written report
  - video review/podcast.
-

#### Unit 04 Sound creation (J/507/4992) (cont'd)

#### Learning outcome 4: Review the processes and tools used and the material created in learning outcomes 2 and 3 (cont'd)

##### Grading descriptors

**Pass:** Correctly and consistently uses technical terms in context.

Describes the effectiveness of the processes and practices and links these to success or otherwise of the overall outcome.

**Merit:** Correctly and consistently uses technical terms in context.

Describes the effectiveness of the processes and practices and justifies their use.

**Distinction:** Correctly and consistently uses technical terms in context.

Describes the effectiveness of the processes and practices and justifies their use.

Makes well-reasoned and balanced conclusions which inform future developments.



## Unit 05 Live sound performance technology (R/507/4994)

### Internal assessment tasks

#### Task 1 – Preparing for performance

##### Learning outcome 1: Plan for a live performance that uses music technology

A brand new music venue is opening and they have commissioned you to take part in the opening live performance.

To do this you plan and rehearse your performance prior to the opening. You should explain the roles required in performance and your specific technical and logistical requirements for the event.

You must plan for a live performance of at least 15 minutes which uses music technology. You should state what your role in the performance will be. You should choose at least one role to be undertaken during the planning and performance stages:

- performer eg vocalist, instrumentalist, DJ, laptop musician
- sound engineer.

If you select the role of sound engineer you must work with performers during the planning and rehearsal stages and be actively involved in preparations for the performance.

You must demonstrate your knowledge of the following (regardless of which role you choose):

- roles of personnel in live performance:
  - performer
  - sound engineer
- the role of technology used in live performance:
  - performance technology
  - sound reinforcement technology
- health and safety practices:
  - lifting
  - electrical hazards
  - trip hazards
  - sound pressure level
- technical specifications:
  - writing a technical specification to convey artist's requirements
  - creating a stage plot
  - creating a channel input list
- rehearsal and sound check processes:
  - planning a set list and timings
  - planning technical rehearsal
  - planning a sound check.

## Unit 05 Live sound performance technology (R/507/4994) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 1 – Preparing for performance (cont'd)

##### Types of evidence:

You must provide detailed plans which include:

- performance technology to be used during the performance
- sound reinforcement technology to be used during the performance
- technical specifications with reference to performance technology and sound reinforcement
- planning to meet deadlines in the role identified.

Evidence of planning could include:

- technical specification
  - written report
  - diagram (stage plan)
  - video recording of preparatory work/rehearsals.
-

**Unit 05 Live sound performance technology (R/507/4994) (cont'd)**

**Learning outcome 1: Plan for a live performance that uses music technology (cont'd)**

**Grading descriptors**

**Pass:** Correctly and consistently uses technical terms in context.

Possible solutions to the scenario are identified and a plan produced

**Merit:** Correctly and consistently uses technical terms in context.

Effective solutions to the scenario are identified and a plan produced.

**Distinction:** Correctly and consistently uses technical terms in context.

Demands of the scenario are effectively met through a comprehensive plan.

## Unit 05 Live sound performance technology (R/507/4994) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 2 – Opening night

##### Learning outcome 2: Take part in the planned live performance

The opening night at the venue has arrived and you are to take part in your planned live performance.

Following on from your plans in task 1, you are to take part in a live performance.

You must demonstrate:

- preparation for music technology appropriate to the intended performance
- completion of a sound check
- involvement in a live performance of at least 15 minutes where technology takes a central role
- application of appropriate health and safety procedures.

Please note you are being assessed on the successful production of the performance, not the standard of musicianship.

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#### Types of evidence:

You must provide:

- video and/or audio recording of the performance
  - observation document.
-

### Unit 05 Live sound performance technology (R/507/4994) (cont'd)

#### Learning outcome 2: Take part in the planned live performance (cont'd)

Grading descriptors
<b>Pass:</b> Process and outcome will show application of <u>some</u> specialist skills in completing a complex brief.
<b>Merit:</b> Process and outcome will show the <u>effective</u> application of specialist skills in meeting a complex brief.
<b>Distinction:</b> Process and outcome will show the <u>consistent and effective</u> application of specialist skills in meeting a complex brief.

## Unit 05 Live sound performance technology (R/507/4994) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 3 – Review

##### Learning outcome 3: Review your live performance

You are considering your future performances and have decided to review your performance at the opening night to inform your future planning.

You must evaluate:

- the effectiveness of the plan
- the success of the performance.

You must consider feedback from other people involved in the performance (eg peers, teacher, performers, audience).

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#### Types of evidence:

You must provide:

- your review.

Your review could include:

- video recording with commentary
  - written report
  - audio description
  - reflective account.
-

## Unit 05 Live sound performance technology (R/507/4994) (cont'd)

### Learning outcome 3: Review your live performance (cont'd)

#### Grading descriptors

**Pass:** Correctly and consistently uses technical terms in context.

Describes the effectiveness of the processes and practices and links these to success or otherwise of the overall outcome.

**Merit:** Correctly and consistently uses technical terms in context.

Describes the effectiveness of the processes and practices and justifies their use.

**Distinction:** Correctly and consistently uses technical terms in context.

Describes the effectiveness of the processes and practices and justifies their use.

Makes well-reasoned and balanced conclusions which inform future developments.

## Unit 06 Digital music business (Y/507/4995)

### Internal assessment tasks

#### Task 1 – The entrepreneurial artist

##### Learning outcome 1: Understand digital distribution of music as a process

The music industry has undergone significant change over recent years. Artists have greater autonomy within the industry.

You are working towards undertaking a digital release of an original piece of music.

You are required to produce a plan of how you will undertake the release considering a range of factors.

Your plan must demonstrate your knowledge of the following:

- development of music distribution and retail in the 21<sup>st</sup> century:
  - record label release compared to DIY release model
  - distribution of physical product (CD, vinyl) compared to digital product (audio downloads, streaming audio)
  - music streaming services (eg Spotify, Apple Music, Deezer, Tidal) and how they collect and distribute revenue
- planning a digital release:
  - timeline of release
  - digital music formats appropriate for downloading or streaming
  - types of online retail outlets
  - role of aggregators in the preparation of a digital release
  - legalities
  - income and expenditure
- effective marketing and promotional strategies:
  - use of social media in online promotion (eg Facebook, Twitter, Soundcloud, Mixcloud)
  - role of video content in promoting a digital release (eg YouTube, Vimeo)
  - use of promotional items and merchandise.



## Unit 06 Digital music business (Y/507/4995) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 1 – The entrepreneurial artist (cont'd)

##### Types of evidence:

You must provide:

- a plan for your digital release.

Your plan could include:

- digital or interactive presentation
  - infographic
  - written report
  - audio/visual narrative
  - audio examples.
-

## Unit 06 Digital music business (Y/507/4995) (cont'd)

### Learning outcome 1: Understand digital distribution of music as a process (cont'd)

#### Grading descriptors

**Pass:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Describes issues of current practice and supports all points with some sophisticated examples.

Makes reasoned conclusions based on appropriate information.

**Merit:** Consistently and correctly applies technical terms in context and demonstrates understanding of theories and concepts.

Describes issues of current practice, using appropriate specialist language in context. Supports all points with sophisticated examples and some appropriate comparisons.

Makes reasoned and balanced conclusions based on the information.

**Distinction:** Consistently and correctly applies technical terms in context and demonstrates an understanding of theories and concepts.

Describes issues of current practice, correctly applying appropriate specialist language in context. Supports all points with sophisticated examples and appropriate comparisons.

Makes well-reasoned and balanced conclusions which inform future developments.

## Unit 06 Digital music business (Y/507/4995) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 2 – Release and marketing

##### Learning outcome 2: Implement your plan for the digital release of a piece of music

As an aspiring professional artist, you will undertake a digital release of your music and conduct a marketing and promotional campaign. You will collate evidence of how you worked with relevant organisations, businesses and services as well as monitor/manage data relevant to your release.

You must use your plan from task 1 to release your piece of music. You must evidence the strategy you have used to release and market the music and how you have worked with relevant organisations, and the management of data. You must:

- undertake a digital release of a piece of music
  - piece of music to be available via online retailer
- undertake marketing and promotion of your piece of music:
  - implementation of planned marketing and promotional strategies
- demonstrate working with relevant organisations:
  - eg retail outlets, aggregators, PRS, MCPS, PPL
- demonstrate collecting and managing relevant data:
  - audience data
  - financial data.

#### Types of evidence:

Evidence of the process could include:

- digital or interactive presentation
- infographic
- written report
- audio/visual narrative
- audio examples
- annotated screen shots
- spreadsheets
- marketing material.

**Unit 06 Digital music business (Y/507/4995) (cont'd)**

**Learning outcome 2: Implement your plan for the digital release of a piece of music (cont'd)**

**Grading descriptors**

**Pass:** Completes a series of complex task(s) following their plan.

**Merit:** Completes a series of complex task(s) following their plan and amending it where appropriate.

**Distinction:** Completes a series of complex task(s) following their plan and making well-thought-out amendments where appropriate.

## Unit 06 Digital music business (Y/507/4995) (cont'd)

### Internal assessment tasks (cont'd)

#### Task 3 – Review the release

##### Learning outcome 3: Review the success of your planning and implementation

You have been contacted by a prominent union that represents artists' interests. They are keen to get your thoughts on how easy (or difficult) you found undertaking the digital release of a piece of music.

They have asked you to evaluate the success of your planning and implementation. They are keen to support you in future digital releases and have asked you to complete an action plan which could extend the success of your current release and inform future releases.

You must:

- evaluate the success of your planning and implementation with reference to relevant evidence and data
- evaluate the success of chosen distribution, retail and marketing practices and provide an action plan showing how findings will be used to benefit subsequent releases.

You should review collected data to assist in evaluation including:

- quantitative data (eg number of unique and repeat listens, income generated against costs incurred)
- qualitative data (eg customer reviews, requested feedback).

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#### Types of evidence:

You must provide:

- your evaluation and action plan.

Evidence could include:

- digital or interactive presentation
  - infographic
  - written report
  - audio/visual narrative
  - audio example.
-

## Unit 06 Digital music business (Y/507/4995) (cont'd)

### Learning outcome 3: Review the success of your planning and implementation (cont'd)

#### Grading descriptors

**Pass:** Describes the effectiveness of the chosen distribution and retail processes and marketing practices and links these to the success of the overall outcome.

Draws up an action plan to improve or extend the outcome, which has some links to the learner's experience gained in releasing a piece of music.

**Merit:** Describes the effectiveness of the chosen distribution and retail processes and marketing practices and justifies their uses.

Draws up an action plan to improve or extend the outcome, which is clearly linked to the learner's experience gained in releasing a piece of music.

**Distinction:** Describes the effectiveness of the chosen distribution and retail process and marketing practices and justifies their uses.

Draws up a comprehensive action plan to improve or extend the outcome, which is clearly linked to the learner's experience gained in releasing a piece of music.

Makes well-reasoned and balanced conclusions which inform future developments.