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Internal Assessment Sample Tasks

NCFE Level 2 Technical Award in Music Technology (601/6774/9)

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Contents

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.

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.

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.

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.

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 1 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 (D/507/5002)

Internal assessment tasks

Task 1 - **Describe a Digital Audio Workstation (DAW)**

Learning outcome 1: Understand the hardware component and software functions of a DAW

Your school is holding an open evening for the music department and lots of people are interested in the music technology course. However, it is likely that some people are not sure what a digital audio workstation is.

To help people understand the music technology course you have been asked to produce information material describing how a DAW functions.

The information that you produce must describe how each of the hardware components works together and what each of the software functions are used for in a DAW.

You should use technical terms in your descriptions, eg:

- hardware components:
  - computer
  - computer peripherals/hardware
  - keyboard and other MIDI controllers
  - audio/MIDI interface
- software functions:
  - differences between audio, software instrument and MIDI tracks
  - software instruments
  - editing tools
  - plug-ins.

Types of evidence:

Your information could be presented as:

- a presentation
- a report with annotated diagrams
- a video recording
- a poster.

Unit 01 Using a Digital Audio Workstation (D/507/5002) (cont'd)

Learning outcome 1: Understand the hardware component and software functions of a DAW (cont'd)

Grading descriptors	Example
Pass: Describes the hardware components and software functions of a DAW and correctly uses <u>some technical terms</u>.	Learners should describe all hardware components and software functions shown in the specification. The learners may not be able to relate technical terms to some specific areas. *The keyboard is connected to the computer by a cable which sends information.*
Merit: Describes the hardware components and software functions of a DAW and correctly uses a <u>range</u> of technical terms.	Learners should consistently use technical terms to describe both hardware components and software functions. There may be some minor errors of understanding. *The controller keyboard generates MIDI data and is connected to the computer via a USB cable.*
Distinction: Describes the hardware components and software functions of a DAW supporting <u>most</u> points with well-thought-out examples/explanations. <u>Consistently</u> and correctly uses a wide range of technical terms.	Learners should support points with well thought out explanations (for example, the learner should explain how hardware components interrelate and how software functions could be used creatively in the context of producing music). Technical terms should be used consistently and correctly throughout. *The controller keyboard generates MIDI data, which allows the pitch, velocity and length of notes played to be recorded into the software to create music. The cable acts as a MIDI interface with a MIDI connector plugging into the keyboard and USB to connect to the computer.*

Unit 01 Using a Digital Audio Workstation (D/507/5002) (cont'd)

Internal assessment tasks (cont'd)

Task 2 – Building a track

Learning outcome 2: Create a music project that will include MIDI and audio
Learning outcome 3: Review a completed musical project

> A well-known music technology magazine is running a feature on young producers and has asked you to create a piece of music which shows your skills in using a DAW. To demonstrate your skills as a producer you need to explain and review the process you go through in making your piece of music.

The piece of music must last between 2-3 minutes and be an original piece of music.

The piece of music must use at least 4 tracks. You must use at least 1 audio track and at least 1 MIDI/software instrument track.

You must show how you did the following:

- configured software preferences
- recorded audio
- recorded MIDI
- used audio and MIDI editing tools
- selected and edited software instruments
- used plug-ins
- exported your piece as a stereo audio file.

You need to review:

- how the project met the brief
- your strengths and weaknesses in using a DAW (MIDI, audio, arrangement and editing)
- ways you could improve.

Types of evidence:

You must provide:

- your final piece as an audio file
- your evidence of the process
- your review.

Evidence of your process and review could include:

- a video recording / screencast with commentary
- a written report with annotated photographs and/or screenshots.

Unit 01 Using a Digital Audio Workstation (D/507/5002) (cont'd)

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

Grading descriptors	Example
Pass: Completes appropriate tasks following a given brief with <u>some degree</u> of accuracy. Process will show application of technical skills in meeting the brief.	Learners should apply the range of tools and techniques stated in the specification to create a musical project. The final musical result may not always be fluent. Application of tools and techniques may not always be consistent. Process evidence may not be detailed but should give an account of technical skills used.
Merit: Completes tasks <u>mostly accurately</u> following a given brief. Process will show the <u>effective</u> application of technical skills in meeting the brief.	Learners should apply the range of tools and techniques stated in the specification to create a musical project. The end result may have some small areas which lack musical fluency. There may be some areas of application which lack detail or skill. Process evidence may lack detail in some areas.
Distinction: Completes tasks <u>accurately</u> <u>meeting all</u> of the requirements in the given brief. Process will show the <u>consistent, effective</u> application of technical skills in meeting the brief.	Learners' application of tools and techniques will be consistently skilful leading to a musically fluent end result. Process evidence should be detailed and indicate considered use of skills in all areas to meet the brief.

Unit 01 Using a Digital Audio Workstation (D/507/5002) (cont'd)

Learning outcome 3: Review a completed musical project

Grading descriptors	Example
Pass: Describes the processes involved <u>and</u> identifies <u>some</u> strengths and weaknesses. States 2 <u>basic</u> ways to improve the outcome and the process.	The learners review should identify strengths and weaknesses and state 2 ways to improve the outcome and process. Statements may lack detail. *I could improve my use of audio editing tools.*
Merit: Describes the processes involved <u>and</u> identifies <u>the</u> strengths and weaknesses. States <u>advanced</u> ways to improve the outcome and the process.	The learners review should identify strengths and weaknesses throughout the process. The learner will state meaningful ways to improve the process and outcome. *I could improve my audio editing by making use of crossfades between regions.*
Distinction: Describes the processes involved <u>and</u> identifies <u>the</u> strengths and weaknesses. States <u>advanced</u> ways to improve the outcome and the process <u>with development and explanation of ideas</u>.	The learners review will state meaningful and specific ways to improve the process and outcome with clear explanation. *I could improve the audio editing in the piece by making use of crossfades between regions to ensure that transitions are smooth and no audible clicks are present.*

Unit 02 Creating music (T/507/5006)

Internal assessment tasks

Task 1 – Creating a style blog

Learning outcome 1: Understand the musical elements of a chosen style

> You have been asked by a well-known music magazine to create a blog about one style of music of your choice. You have been given a list of styles that you may wish to consider:
>
> - rock
> - reggae
> - electronic dance music (EDM)
> - hip-hop.
>
> You should carefully consider when choosing a style of music to write about so that you can find examples of the style and be able to show that you understand it.
>
> You may wish to look at examples from other styles of music to help your research.

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 elements of your chosen style including:
  - structure
  - melody
  - rhythm
  - harmony
  - instrumentation.
- music technology developments that have influenced your chosen style
  - how developments in music technology have affected the style.

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

You must use a minimum of 2 sources of information. You may wish to explore different types of information and analyse pieces of recorded music to show that you understand key elements and technological developments.

Types of evidence:

You must provide:

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

Unit 02 Creating music (T/507/5006) (cont'd)

Learning outcome 1: Understand the musical elements of a chosen style (cont'd)

Grading descriptors	Example
Pass: <u>Describes</u> key musical elements of the chosen style and technical developments. Supports ideas with examples/explanations. Uses information found in <u>at least 2</u> sources and communicates it <u>mostly accurately</u> into own words.	Learners should use examples of artists in the selected style in their description. Learners must reference the key musical elements given in the specification and music technology developments relevant to the style. Learners should make reference to at least 2 sources (for example, 2 written articles).
Merit: <u>Describes</u> key musical elements of the chosen style and technical developments, <u>comparing different artists within the style</u>. Supports ideas with examples/explanations. Uses information found in <u>different formats</u> from <u>at least 2</u> sources and communicates it <u>mostly accurately</u> into own words.	Learners should compare different artists within the chosen style. Learners should find information from 2 different sources in different formats (for example, a written article and a recorded musical example).
Distinction: <u>Describes</u> key musical elements of the chosen style and technical developments, <u>comparing them with different artists and other styles</u>. Supports ideas with well thought out examples/explanations. Uses information found in <u>different formats</u> from <u>different types</u> of sources and <u>accurately communicates</u> the information into own words.	Learners should compare different artists from both the selected styles and other styles of music. Learners should make use of both different formats (for example, written articles and recorded musical examples) and types of sources (for example, online article/magazine article/reference book and audio recording/music video) in their evidence.

Unit 02 Creating music (T/507/5006) (cont'd)

Internal assessment tasks (cont'd)

Task 2 – Putting on the style

Learning outcome 2: Create a piece in the style identified in learning outcome 1

Your blog has been very popular, so the magazine has asked you to extend it by creating a piece of music in the style that you described, and producing a tutorial to show other people how you wrote the piece.

In your piece of music you need to demonstrate the musical elements you described. In your tutorial you should show how you completed the process of writing your piece of music using a DAW.

Your piece of music must use at least 4 tracks and should be between 2-3 minutes in length.

You must use at least 1 audio track and at least 1 MIDI/software instrument track.

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.

Your tutorial must show the musical and technical decisions you made in creating your piece of music.

Types of evidence:

You must provide:

- your final piece in a suitable stereo audio format to be uploaded to your blog
- a tutorial showing the process you used to create your piece of music. Your tutorial could be either :
  - a written report with screenshots
  - a video tutorial with commentary.

Unit 02 Creating music (T/507/5006) (cont'd)

Learning outcome 2: Create a piece in the style identified in learning outcome 1 (cont'd)

Grading descriptors	Example
Pass: Completes task following a given brief with <u>some</u> degree of accuracy, carrying out <u>limited</u> experimentation with materials <u>and</u> techniques. Process will show the <u>application</u> of musical elements in meeting the brief.	Learners work should be recognisably stylistic in parts. The learner should demonstrate some experimentation with musical ideas (for example, experimenting with structure) and techniques (for example, experimenting with editing of sounds). The learner may not demonstrate a clear planning in regard to outcome.
Merit: Completes task <u>mostly accurately</u> following a given brief, carrying out <u>considered</u> experimentation with materials <u>and</u> techniques. Process will show the <u>effective application</u> of musical elements in meeting the brief.	Learners work should be generally stylistic throughout, but some areas may be unconvincing. The learner should demonstrate experimentation with musical ideas and techniques with reference to some planning.
Distinction: Completes task <u>accurately meeting all the requirements</u> of the given brief, showing <u>purposeful</u> experimentation with materials <u>and</u> techniques <u>through which practice is developed</u>. Process will show the <u>consistent effective application</u> of musical elements in meeting the brief.	Learners work should be stylistic throughout and consistently well executed. The learner will have experimented with musical ideas and techniques, referencing clear planning and evaluation.

Unit 02 Creating music (T/507/5006) (cont'd)

Internal assessment tasks (cont'd)

Task 3 – Music review

Learning outcome 3: Review the musical piece

Your piece of music has had lots of hits on the blog and the music magazine has asked you to think about writing another one.

In order to provide inspiration you have decided to review your piece of music from LO2 and see what made it work so well.

In your review you must consider:

- your strengths and weaknesses in the process of creating your piece of music
  - use of key musical elements
  - use of DAW technology
- how successful your piece of music was in meeting the brief
- ways to improve your piece of music and music creating process.

Types of evidence:

You must provide:

- your review.

Your review could be presented as:

- a video recording with commentary
- a written report
- a video review or podcast.

Unit 02 Creating music (T/507/5006) (cont'd)

Learning outcome 3: Review the musical piece (cont'd)

Grading descriptors	Example
Pass: <u>Identifies</u> a range of strengths and weaknesses with supporting evidence and suggests <u>basic</u> way(s) to improve the outcome or the process. Makes conclusions about how the completed piece meets the brief.	Learners should identify areas of strength and weakness. The learners should identify ways in which the outcome of the brief could be improved. The learners should state conclusions about the success of their work in relation to the brief.
Merit: <u>Identifies</u> a range of strengths and weaknesses with supporting evidence and <u>describes the impact on the overall outcome in relation to the brief</u>. Suggests <u>advanced</u> way(s) to improve the outcome or the process. Makes detailed conclusions about how the completed piece meets the brief.	Learners should identify areas of strength and weakness and describe how these affected the brief outcome overall. The learners should identify specific and technically correct ways in which the outcome of the brief could be improved. The learners should state conclusions which include relevant and specific detail about the success of their work in relation to the brief.
Distinction: <u>Describes</u> a range of strengths and weaknesses with supporting evidence, showing evidence of <u>recognising different levels of importance with relation to the brief</u>. Suggests <u>advanced</u> way(s) to improve the outcome or the process <u>with explanation of ideas</u>. Makes detailed conclusions about how the completed piece meets the brief.	Learners should describe areas of strength and weakness and comment on how these strengths and weaknesses affected their ability to complete specific areas of the brief. The learners should explain specific and technically correct ways in which the outcome of the brief could be improved. The learners should state conclusions which include relevant and specific detail about the success of their work in relation to the brief.

Unit 03 Studio recording (J/507/5009)

Internal assessment tasks

Task 1 – Planning a session

Learning outcome1: Plan a recording session in response to a given scenario

> As a studio engineer you have been approached by a local band that wants to make a demo. Your job is to produce a plan to make sure that the session runs smoothly.
>
> The band consists of a drummer, a bass player, a guitarist and a singer.

In your plan you must consider:

- health and safety
  - you should identify potential hazards and plan how to minimise them in the session
- how you will set up microphones and direct input (DI)
  - you should think about how you will choose and place microphones for recording
  - you should think about how you will use DI in the session
- audio interfaces
  - you should identify how you will set up the audio interface for the session
- multitrack recorder
  - you should identify how you will set up the multitrack recorder for the session. You will need to use at least 4 tracks
- monitoring
  - you should identify how you will set up monitoring for yourself and the band
- planning the studio session
  - you should plan timings and how you will undertake the recording (eg getting the session prepared, planning overdubs and working with the band).

Types of evidence:

Your plan could be presented as:

- a session plan – a written report with annotated diagrams.

Unit 03 Studio recording (J/507/5009) (cont'd)

Learning outcome1: Plan a recording session in response to a given scenario (cont'd)

Grading descriptors	Example
Pass: Correctly applies <u>basic</u> technical terms in identifying <u>possible solutions</u> to a scenario. Supports <u>some</u> points with explanations.	Learners should be able to plan a recording session using the basic technical terms (microphone, DI, audio interface, multitrack recorder, monitoring) listed in the specification. The possible solutions provided by the plan may not always be effective (for example, the learner may not allocate sufficient time to some areas of the plan). Some areas should be explained (for example, the learner may provide a microphone plan with some explanation of placement).
Merit: Correctly applies technical terms in identifying <u>effective solutions</u> to a scenario. Supports a <u>range</u> of points with explanations.	Learners should be able to plan a recording session using technical terms (for example, correctly identifying different microphone types, polar patterns and frequency responses). The solutions provided by the plan should be functional but may not always be cohesive as a whole (for example, individual activities may be well planned but the session may not be realistically achievable in the timescale). A range of areas should be explained (for example, microphone choices and placements based on knowledge of microphones chosen and how monitoring has been set up for different purposes).
Distinction: <u>Consistently and</u> correctly applies technical terms in identifying and <u>planning the implementation</u> of effective solutions to a scenario. Supports <u>most</u> points with <u>well-thought-out</u> explanations.	Learners should use technical terms correctly throughout the plan and show effective planning by recognising the range of activities and placing them in a suitable timescale with explanation. The majority of activities should be explained in relation to the plan.

Unit 03 Studio recording (J/507/5009) (cont'd)

Internal assessment tasks (cont'd)

Task 2 – Recording session

Learning outcome 2: Undertake a studio recording session

Now you have planned the recording session it is your job to record the band's demo. You are keen to impress the owner of the studio so you also need to keep evidence of the recording process in order to show your skills.

In your session you must:

- use appropriate equipment for capturing quality audio
  - including microphones and DI
- use appropriate equipment for recording audio sources.
  - including audio interfaces /pre-amps, multitrack recorder and monitoring
- optimise gain for recording
- record a minimum of 4 tracks
- demonstrate the process of overdubbing
- ensure that health and safety procedures are followed.

Types of evidence:

You must provide:

- a stereo audio file of your finished recording
- a report showing how you undertook the recording. You could use:
  - video narration
  - annotated photos
  - diary or recording log
  - blog
  - audio files of work in progress
  - health and safety checklists.

Unit 03 Studio recording (J/507/5009) (cont'd)

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

Grading descriptors	Example
Pass: Process and outcome will show application of technical skills in meeting the brief.	Learners should demonstrate that the recording session has been undertaken. The learners' evidence may not always be detailed. Technical skills may not always be effective and/or the audio outcome may have some errors (for example, some microphone placement issues).
Merit: Process and outcome will show the <u>effective</u> application of technical skills in meeting the brief.	Learners should produce a recording with few noticeable technical errors (for example some areas of minor distortion) and the evidence of process should give useful technical detail in the majority of activities.
Distinction: Process and outcome will show the <u>consistent, effective application</u> of technical skills in meeting the brief.	Learners should produce a recording with no noticeable technical errors and provide evidence which shows a detailed and thoughtful approach to the activities throughout.

Unit 03 Studio recording (J/507/5009) (cont'd)

Internal assessment tasks (cont'd)

Task 3 – Mixing your track

Learning outcome 3: Mix a multitrack recording
Learning outcome 4: Review their mixdown from learning outcomes 2 and 3

> Now you have recorded the band's demo it is time to use your DAW to mix the session and get it ready for the band to use as a promotional tool.

You must keep a record of your mix process and show how you have used the following:

- editing
  - removal of unwanted audio
- EQ
  - parametric EQ, filters
- effects
  - eg reverb, delay, modulation effects
- dynamics
  - eg compression noise gates
- balance
  - volume balance
- stereo field
  - panning
- monitoring
  - use of speakers, headphones and reference material
- automation
  - eg dynamic control of volume/panning.

You must compare your final mix against the original recording and explain:

- the progression from original recordings to final mix
  - 'what changes did you make?' - editing, EQ, effects, dynamics, balance, stereo field, automation
- strengths of the mix
  - 'what went well?'
- ways to improve
  - 'what would you improve in your final mix?'

Unit 03 Studio recording (J/507/5009) (cont'd)

Internal assessment tasks (cont'd)

Task 3 – Mixing your track (cont'd)

Learning outcome 3: Mix a multitrack recording (cont'd)
Learning outcome 4: Review their mixdown from learning outcomes 2 and 3 (cont'd)

Types of evidence:

You must provide:

- final mix of the recording
  - mixed to suitable stereo format (eg WAV, AIFF, mp3).

Evidence of the mixing process could include:

- video narration
- written report with screenshots.

Unit 03 Studio recording (J/507/5009) (cont'd)

Learning outcome 3: Mix a multitrack recording (cont'd)

Grading descriptors	Example
Pass: Process and outcome will show application of technical skills in meeting the brief.	Learners should be able apply the technical skills listed in the specification (editing, EQ, effects, dynamics processing, balance, stereo field, monitoring, automation) to produce a mix. The audio result may not always be coherent or effective (for example, ongoing misjudgements in balance or stereo field). The learners' evidence of process should comment on the skills used but may not always be detailed.
Merit: Process and outcome will show the <u>effective</u> application of technical skills in meeting the brief.	Learners should be able to apply the technical skills listed in the specification to produce a competent mix that has some errors (for example, momentary misjudgements in balance or processing). The learners' evidence of process should show thought given to technical processes in most areas.
Distinction: Process and outcome will show the <u>consistent, effective application</u> of technical skills in meeting the brief.	Learners should be able to produce an effective mix showing some creativity with no noticeable errors. The learners' evidence of process should give a detailed account of the technical processes in all areas (for example, clear and detailed reasoning, experimentation with plug in settings).

Unit 03 Studio recording (J/507/5009) (cont'd)

Learning outcome 4: Review their mixdown from learning outcomes 2 and 3

Grading descriptors	Example
Pass: Makes detailed conclusions about the progression from source recordings to final mixdown, identifying a range of strengths. States <u>basic</u> way(s) to improve the outcome or the process.	Learners should identify areas of strength in the recording and mixing process. The learners should state ways in which the recording process and mix could be improved. The learners' statements may be limited in detail.
Merit: Makes detailed conclusions about the progression from source recordings to final mixdown, identifying a range of strengths. States more <u>considered</u> way(s) to improve the outcome or the process.	Learners should identify areas of strength in the recording and mixing process. The learners should state specific and technically correct ways in which the recording process and mix could be improved.
Distinction: Makes detailed conclusions about the progression from source recordings to final mixdown, identifying a range of strengths. States <u>advanced</u> way(s) to improve the outcome or the <u>process with explanation of ideas</u>.	Learners should identify areas of strength in the recording and mixing process. The learners should state specific, creative and technically correct ways in which the recording process and mix could be improved with details of how this might be accomplished.

Unit 04 Sound creation (L/507/5013)

Internal assessment tasks

Task 1 – Sound creation

Learning outcome 1: Explain sound creation using examples

You are applying for a job as a sound designer for a media company. You have been called for interview and to prepare for it you are given a selection of media examples to consider. Each example contains audio created by sound designers. For example:

- video game trailer
- movie clip
- TV advert
- radio clip/podcast
- cartoon clip
- theatre scene.

You should prepare a presentation which uses at least 2 of the examples to describe:

- types of sound creation – you should describe how each of the following is used :
  – Foley
  – ambience
  – dialogue/voice-overs
  – underscore
  – special/spot effects
- methods of sound creation – you should describe how sounds in the examples were created using the following methods:
  – physical props
  – environmental sounds
  – sound synthesis
  – digital sample manipulation
  – effects libraries.

You should think about how different types and methods of sound creation have been used in different media.

Types of evidence:

Evidence could include:

- digital or interactive presentation.

Unit 04 Sound creation (L/507/5013) (cont'd)

Learning outcome 1: Explain sound creation using examples (cont'd)

Grading descriptors	Example
Pass: Describes types and methods of sound creation and supports points with at least 2 examples from different forms of media.	Learners should describe the types and methods of sound creation listed in the specification with reference to at least 2 examples from different forms of media.
Merit: Describes types and methods of sound creation and <u>makes some links between them</u>. Supports points with at least 2 examples from different forms of media and <u>makes accurate conclusions</u> based on <u>all the</u> information.	Learners should describe the types and methods of sound creation listed in the specification using examples from at least 2 different forms of media. Learners should be able to explain, using basic terms how the sounds were created. The learners should be able to comment on how sounds were used differently in the 2 examples.
Distinction: Describes types and methods of sound creation and <u>explains how they are linked</u>. Supports points with at least 2 examples from different forms of media and makes accurate conclusions <u>weighing up all the information</u>.	Learners should describe the types and methods of sound creation listed in the specification using examples from at least 2 different forms of media. Learners should be able to explain, using specific technical terms how the sounds were created. The learners should be able to comment on how sounds are used differently in various forms of media.

Unit 04 Sound creation (L/507/5013) (cont'd)

Internal assessment tasks (cont'd)

Task 2 – Sound for the movies

Learning outcome 2: Plan and undertake the sound creation for a given brief

> Your first task in your new job as a sound designer is to create sounds for a 2 minute movie trailer. You have been provided with the trailer.

You must:

- plan out and describe the types of sounds you will need for your project. You should include:
  - Foley
  - ambience
  - dialogue
  - underscore
- describe how you used methods of sound creation in your project. You should include:
  - physical props
  - environmental sounds
  - sound synthesis
  - digital sample manipulation
  - effects library.

You must use a combination of existing sounds and sounds that you have created yourself.

Types of evidence:

You must provide:
- a movie clip with your completed sound creation audio.

Evidence of your plan and process could include:
- video narration
- blog
- written report.

Unit 04 Sound creation (L/507/5013) (cont'd)

Learning outcome 2: Plan and undertake the sound creation for a given brief (cont'd)

Grading descriptors	Example
Pass: Process and outcome will show application of technical skills and <u>limited</u> experimentation with materials <u>and</u> methods in meeting the brief.	Learners should present a plan, evidence of process and a completed project in a suitable media format. The project should show use of all types and methods of sound creation listed in the specification, but may not be successful in all aspects. The project may contain some ongoing audio issues (eg poor balance, limited editing, poor synchronisation, some inappropriate choices of sounds). The process evidence should show that the learner has experimented with materials and methods, but this may be limited in some aspects.
Merit: Process and outcome will show <u>the effective</u> application of technical skills and <u>considered</u> experimentation with materials <u>and</u> methods in meeting the brief.	Learners should present a plan, evidence of process and a completed project in a suitable media format. The project should show use of all types and methods of sound creation listed in the specification, and should be successful in meeting the brief. The project may contain some issues (eg some areas of poor balance or synchronisation). The process evidence should show that the learner has experimented with materials (eg by looking at possible alternative sound sources) and methods, considering alternatives.
Distinction: Process and outcome will show <u>the consistent, effective</u> application of technical skills and purposeful experimentation with materials <u>and</u> methods <u>through which practice is developed</u> in meeting the brief.	Learners should present a plan, evidence of process and a completed project in a suitable media format. The project should show use of all types and methods of sound creation listed in the specification, and should be successful in meeting the brief. The project should be successful in all aspects. The process evidence should show that the learner has experimented with materials and methods, considering alternatives and undertaking activities (eg detailed editing, layering and creation of sounds) to produce a considered end result.

Unit 04 Sound creation (L/507/5013) (cont'd)

Internal assessment tasks (cont'd)

Task 3 – Review completed project

Learning outcome 3: Review their completed sound creation project

> Your sound creation for the movie trailer has been well received by audiences.
>
> You now need to think about what went well and what could be improved in the sound creation.

Types of evidence:

You should create a review of your project which considers:

- how well the project met the brief
- strengths
- weaknesses
- how you would improve your project.

You must provide:

- your review.

The review could be presented as:

- video recording with commentary
- a written report
- video review/podcast.

Unit 04 Sound creation (L/507/5013) (cont'd)

Learning outcome 3: Review their completed sound creation project (cont'd)

Grading descriptors	Example
Pass: Identifies a range of strengths and weaknesses with supporting evidence and suggests basic way(s) to improve the outcome or the process. Makes conclusions about how the completed project meets the brief.	Learners should identify areas of strength and weakness. The learners should identify ways in which the outcome or the process could be improved. The learners should state conclusions about the success of their work in relation to the brief.
Merit: Identifies a range of strengths and weaknesses with supporting evidence and describes the impact on the overall relation to the brief. Suggests advanced way(s) to improve the outcome or the process. Makes detailed conclusions about how the completed project meets the brief.	Learners should identify areas of strength and weakness and describe how these affected the outcome overall. The learners should identify specific and technically correct ways in which the outcome or the process could be improved. The learners should state conclusions which include relevant and specific detail about the success of their work in relation to the brief.
Distinction: Describes a range of strengths and weaknesses with supporting evidence, showing evidence of recognising different levels of importance with relation to the brief. Suggests advanced way(s) to improve the outcome or the process with explanation of ideas. Makes detailed conclusions about how the completed project meets the brief.	Learners should describe areas of strength and weakness and comment on how these strengths and weaknesses affected their ability to complete specific areas of the brief. The learners should explain specific and technically correct ways in which the outcome or the process could be improved. The learners should state conclusions which include relevant and specific detail about the success of their work in relation to the brief.