hello possibility.

Internal Assessment Sample Tasks

NCFE Level 1 Technical Award in Music Technology (601/6777/4)

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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 support learners when carrying out work that is internally assessed.

Teachers should supervise the work carried out by learners to:

- monitor their progress towards completion
- 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 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 generic 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 (T/507/4986)

Internal assessment tasks

Task 1

Learning outcome 1: Outline the hardware components and software function 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 a poster describing how a DAW functions.

Your poster must outline each hardware component and each software function.

You should try to use technical terms to make your poster clear, for example:

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

Types of evidence:

Your poster might include

- annotated diagrams.

Unit 01 Using a Digital Audio Workstation (T/507/4986) (cont'd)

Learning outcome 1: Outline the hardware components and software function of a (DAW) (cont'd)

Grading descriptors	Example
Pass: Uses <u>everyday</u> language to outline functions of a DAW.	Learners may outline the hardware components and software functions correctly, but not use appropriate technical terms. *Keyboard puts notes into the computer.*
Merit: Uses <u>some technical terms</u> to outline functions of a DAW.	Learners would be expected to use some technical terms, but this may not be sustained throughout the response. *Controller keyboard sends notes to the computer.*
Distinction: Uses <u>a range of technical</u> terms to outline functions of a DAW supporting <u>most points</u> with straightforward examples.	Learners should use technical terms consistently and provide examples of use consistently. *Controller keyboard sends information to the software.*

Unit 01 Using a Digital Audio Workstation (T/507/4986) (cont'd)

Internal assessment tasks (cont'd)

Task 2

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

As part of the open evening you have been asked to create a piece of music which shows your skills in using a DAW.

To demonstrate your skills 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.

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

You must show how you did the following:

- configured software preferences
- imported audio loops or files
- imported MIDI loops or files
- used audio and MIDI editing tools
- selected and edited software instruments
- exported your piece as a stereo audio file.

You need to consider:

- how the project met the brief
- what worked and what didn't work.

Types of evidence:

You must provide:

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

Evidence of the process and review could include:

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

Unit 01 Using a Digital Audio Workstation (T/507/4986) (cont'd)

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

Grading descriptors	Example
Pass: Completes staged tasks following the brief with <u>some</u> degree of accuracy. Process will <u>show</u> a relationship with the brief.	The learner may not use editing skills fluently. The process evidence may be limited and not always relate explicitly to the brief.
Merit: Completes staged tasks following the brief <u>mostly accurately</u>. Process will show use of <u>some technical skills</u> in meeting the brief.	The learner may work with direction successfully in most tasks. The process evidence will show how the learner has approached the majority of tasks using technical skills.
Distinction: Completes staged tasks following the brief accurately. Process will show consistent use of technical <u>skills</u> in meeting the brief.	The learner should work with direction in all tasks. The process evidence will show that the learner has approached the brief using technical skills throughout.

Learning outcome 3: Review a musical project

Grading descriptors	Example
Pass: Identifies <u>some</u> of what happened, what worked <u>or</u> did not work within tasks.	The learner should be able to review some tasks and identify what worked and what did not work.
Merit: Identifies what happened, what worked <u>and</u> what did not work within tasks.	The learner should be able to review all tasks and identify what worked and what did not work.
Distinction: Identifies what has happened <u>and</u> states an overall conclusion, identifying what worked <u>and</u> what did not work within tasks.	The learner should be able to review all tasks and draw an overall conclusion.

Unit 02 Creating music (J/507/4989)

Internal assessment tasks

Task 1

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

You have been asked to create a blog about one style of music of your choice.

You have been given a list of styles that you may choose from:

- rock
- electronic dance music (EDM)
- hip-hop.

For the style that you choose your teacher will give you 2 written pieces and 2 audio examples to help you identify points about the style.

Your blog must show that you can present your findings in your own words.

In your blog you should identify the following, using examples:

- key elements of your chosen style including:
    - structure
    - rhythm
    - instrumentation
- music technology developments that have influenced your chosen style. For example:
    - how new instruments and equipment helped to change styles.

Types of evidence:

You must provide:

- your blog.

Unit 02 Creating music (J/507/4989) (cont'd)

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

Grading descriptors	Example
Pass: <u>Identifies</u> 4 <u>obvious</u> points relating to musical elements and music technology developments without explanation and researched information from <u>one given source</u>.	Learners should make use of one source to identify 4 points (for example, by making reference to a written article regarding a style). The learners would not be expected to explain the points identified.
Merit: <u>Identifies</u> 6 points relating to musical elements and music technology developments <u>without</u> explanation and researched information from at least 2 different given sources.	Learners should identify 6 points relating to musical elements of a style with, for example, reference to one or more audio examples, and music technology from written sources. The learners would not be expected to explain the points identified.
Distinction: <u>Identifies</u> 8 points relating to musical elements and music technology developments <u>with</u> explanation and researched information from <u>a range of different</u> given sources.	Learners should identify 8 points relating to musical elements of a style with, for example, reference to one or more audio examples, and cultural developments from written sources. The learners would be expected to explain the points identified.

Unit 02 Creating music (J/507/4989) (cont'd)

Internal assessment tasks (cont'd)

Task 2

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 tutorial you must 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 and 3 minutes long.

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

You should create your piece of music using musical ideas which reflect your chosen style. You should consider:

- structure
- rhythm
- instrumentation.

You may use audio and MIDI loops to create your piece of music.

Your tutorial should show the choices you made in experimenting with editing, sounds and musical ideas

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Types of evidence:

You must provide:

- your final piece in a suitable 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 (J/507/4989) (cont'd)

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

Grading descriptors	Example
Pass: Presents directed task following a given brief with <u>some</u> degree of accuracy, carrying out simple experimentation with materials as directed.	The musical outcome may not be wholly musically or stylistically accurate. Learners should undertake and evidence simple experimentation (for example, editing an audio loop for a musical outcome) in selecting musical sources.
Merit: Presents directed task <u>mostly accurately following a given brief</u>, carrying out simple experimentation with <u>a range of</u> materials as directed.	Learners may make some musical errors but the result should contain some audible stylistic features. Learners should evidence experimentation with a range of materials (for example, changing a software instrument patch and editing an audio loop).
Distinction: Presents directed task following a given brief accurately, carrying out simple experimentation <u>with a wide range</u> of materials as directed.	Learners should produce a recognisably stylistic piece without musical errors. The learners should evidence experimentation with a wide range of materials (for example, the selection of all musical elements considered and evidence of experimentation throughout).

Unit 02 Creating music (J/507/4989) (cont'd)

Internal assessment tasks (cont'd)

Task 3

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 and see what made it work so well.

In your review you must identify:

- strengths and weaknesses of your piece of music
- how successful your piece of music was in meeting the brief.

Types of evidence:

You must provide:

- your review.

Your review could be presented as:

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

Unit 02 Creating music (J/507/4989) (cont'd)

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

Grading descriptors	Example
Pass: Identifies at least one strength <u>or</u> weakness and makes <u>general</u> conclusions.	The learner should identify one strength or weakness. The learner should make a simple concluding statement.
Merit: Identifies at least one strength <u>and</u> at least one weakness and makes <u>simple, specific</u> conclusions.	The learner should identify one strength and one weakness. The learner should make a concluding statement about the success of their piece.
Distinction: Identifies <u>more than</u> one strength <u>and</u> <u>more than</u> one weakness and makes <u>simple, specific</u> conclusions <u>related to the task</u>.	The learner should identify more than one strength and more than one weakness. The learner should make a concluding statement about the success of their piece in relation to their use of musical elements and style.

Unit 03 Studio recording (L/507/4993)

Internal assessment tasks

Task 1

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

As a studio engineer you have been approached by a local band who 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 written report with annotated diagrams.

Unit 03 Studio recording (L/507/4993) (cont'd)

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

Grading descriptors	Example
Pass: Uses <u>everyday</u> language in planning and supports points by listing factors which relate to the scenario.	Learners should be able to use non-technical language to plan the session and list factors which may affect the outcome. The factors may not always relate to the scenario.
Merit: Uses <u>some technical terms</u> in planning and supports points with <u>straightforward</u> examples which relate to the scenario.	Learners should be able to use some technical terms from the specification (for example, dynamic microphone, balanced input) supporting their planning ideas by relating them to the scenario in some points.
Distinction: Uses <u>a range of technical terms</u> in planning and supports <u>most points</u> with straightforward examples which relate to the scenario.	Learners should be able to use technical terms throughout the plan, giving examples relating to the scenario for the majority of points.

Unit 03 Studio recording (L/507/4993) (cont'd)

Internal assessment tasks (cont'd)

Task 2

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:

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

Types of evidence:

You must provide:

- a stereo audio file of your recording.

Unit 03 Studio recording (L/507/4993) (cont'd)

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

Grading descriptors	Example
Pass: Outcome will show <u>a relationship</u> with the brief.	Learners should be able to adjust recording levels to optimise gain and demonstrate recording of multiple audio sources onto separate tracks including overdubbing. They must follow health and safety procedures in relation to a recording studio. The outcome may demonstrate some significant audible flaws due to limited application of technical skills.
Merit: Outcome will show <u>some technical skills</u> in meeting the brief.	Learners should be able to adjust recording levels to optimise gain and demonstrate recording of multiple audio sources onto separate tracks including overdubbing. They must follow health and safety procedures in relation to a recording studio. The outcome may exhibit some areas of technical problems.
Distinction: Outcome will show <u>consistent technical skills</u> in meeting the brief.	Learners should be able to adjust recording levels to optimise gain and demonstrate sequential recording of multiple audio sources onto separate tracks. They must follow health and safety procedures in relation to a recording studio. The outcome must be consistently well recorded, with few flaws.

Unit 03 Studio recording (L/507/4993) (cont'd)

Internal assessment tasks (cont'd)

Task 3 and task 4

Learning outcome 3: Demonstrate mixing of 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 use the following in your mix:

- EQ
  - parametric EQ
- effects
  - eg reverb, delay
- dynamics
  - eg noise gates, compression
- balance
  - volume balance
- stereo field
  - panning
- monitoring
  - use of speakers and headphones.

You need to review your final mix against the original recording and identify the following:

- progression from original recordings to final mix
  - 'what changes did you make?' EQ, effects, dynamics, balance and stereo field
- strengths of the mix
  - 'what went well?'
- weaknesses of the mix
  - 'what could have gone better?'

Types of evidence:

You must provide:

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

Evidence of your review could include:

- video narration
- written report with screenshots.

Unit 03 Studio recording (L/507/4993) (cont'd)

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

Grading descriptors	Example
Pass: Outcome will show <u>a relationship</u> with the brief and carries out simple experimentation with materials and techniques as directed.	Learners should mix the tracks recorded in learning outcome 2 ensuring that they demonstrate the use of EQ (eg high, mid, low), effects (eg reverb, delay, modulation), dynamics (eg compression, gating), balance (eg relative volume of tracks), stereo field (eg panning) and monitoring (eg headphones and speakers). The outcome may be produced with direction from the Teacher to allow the learner to undertake simple tasks. The mix may contain some noticeable and consistent flaws.
Merit: Outcome will show <u>some technical skills</u> in meeting the brief and carries out simple experimentation with materials and a range of techniques as directed.	Learners should mix the tracks recorded in learning outcome 2 ensuring that they demonstrate the use of EQ (eg high, mid, low), effects (eg reverb, delay, modulation), dynamics (eg compression, gating), balance (eg relative volume of tracks), stereo field (eg panning) and monitoring (eg headphones and speakers). The outcome may be produced with direction from the Teacher to allow the learner to undertake more complex tasks. The mix may contain some consistent flaws.
Distinction: Outcome will show <u>consistent technical skills</u> in meeting the brief and carries out simple experimentation with materials and a range of techniques as directed.	Learners should mix the tracks recorded in learning outcome 2 ensuring that they demonstrate the use of EQ (eg high, mid, low), effects (eg reverb, delay, modulation), dynamics (eg compression, gating), balance (eg relative volume of tracks), stereo field (eg panning) and monitoring (eg headphones and speakers). The outcome may be produced with direction from the Teacher to allow the learner to undertake more complex tasks. The mix should have few consistent flaws.

Unit 03 Studio recording (L/507/4993) (cont'd)

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

Grading descriptors	Example
Pass: Makes <u>general</u> conclusions about the progression from source recordings to final mixdown, identifying at least one strength <u>or</u> weakness.	Learner must compare the source recordings and final mixdown. They must consider EQ, effects, dynamics, balance and stereo field. The learner should produce a conclusion about the recording and mixing process which provides one strength or one weakness. The identified area of strength or weakness may not be explicitly linked to the scenario.
Merit: Makes <u>simple</u> conclusions about the progression from source recordings to final mixdown, identifying at least one strength <u>and</u> weakness.	Learner must compare the source recordings and final mixdown. They must consider EQ, effects, dynamics, balance and stereo field. The learner should produce a conclusion about the recording and mixing process which provides one strength and one weakness. The identified areas of strength and weakness may not be explicitly linked to the scenario.
Distinction: Makes <u>simple</u> conclusions <u>related to the tasks</u> about the progression from source recordings to final mixdown, identifying <u>more than one</u> strength <u>and more than one</u> weakness.	Learner must compare the source recordings and final mixdown. They must consider EQ, effects, dynamics, balance and stereo field. The learner should produce a conclusion about the recording and mixing process which provides more than one strength and more than one weakness. The identified areas of strength and weakness should be explicitly linked to the scenario.

Unit 04 Sound creation (F/507/4991)

Internal assessment tasks

Task 1

Leaning 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 an 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 2 examples to identify:

- 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 well the sound creation works in the examples you have chosen.

Types of evidence:

Evidence could include:

- digital or interactive presentation.

Unit 04 Sound creation (F/507/4991) (cont'd)

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

Grading descriptors	Example
Pass: Identifies <u>obvious</u> points about 2 forms of media, types of sound creation and methods of sound creation <u>without</u> development or explanation and makes <u>general</u> conclusions.	Learners should identify points about how different types and methods of sound creation are used in 2 types of media. Learners' responses may not include explanation, but should draw general conclusions about how sound is used in the media.
Merit: Identifies points about 2 forms of media, types of sound creation and methods of sound creation <u>without</u> development or explanation and makes <u>simple</u> conclusions related to the brief.	Learners should identify points about how different types and methods of sound creation are used in 2 types of media. Learners' responses may not include explanation, but should draw conclusions about how sound is used in the specific examples.
Distinction: Identifies points about 2 forms of media, types of sound creation and methods of sound creation <u>with</u> development or explanation and makes <u>simple</u> conclusions related to the brief <u>and the outcome</u>.	Learners identify points about how different types and methods of sound creation are used in 2 types of media. Learners' responses should include explanation related to the specific examples and draw conclusions about how successfully sound is used in the specific examples.

Unit 04 Sound creation (F/507/4991) (cont'd)

Internal assessment tasks (cont'd)

Task 2

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 should:

- plan and use the following types of sounds in your project:
  - Foley
  - ambience
  - dialogue
  - underscore
- plan and use the following methods of sound creation in your project:
  - physical props
  - environmental sounds
  - sound synthesis
  - digital sample manipulation
  - effects library.

You should provide a plan and may wish to provide evidence showing how you undertook the project.

Types of evidence:

You must provide

- 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 (F/507/4991) (cont'd)

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

Grading descriptors	Example
Pass: Outcome will show <u>a relationship</u> with the brief and carries out simple experimentation with materials as directed.	Learners should present a plan and completed project in a suitable media format. The project should show use of all types and methods of sounds creation listed in the specification. The outcome may be produced with direction from the Teacher to allow the learner to undertake simple tasks. The project may contain some consistent noticeable technical flaws.
Merit: Outcome will show <u>some technical skills</u> in meeting the brief and carries out simple experimentation with <u>a range of</u> materials as directed.	The project should show use of all types and methods of sounds creation listed in the specification. The outcome may be produced with direction from the Teacher to allow the learner to undertake more complex tasks. The project may contain few consistent noticeable technical flaws.
Distinction: Outcome will show <u>consistent technical skills</u> in meeting the brief and carries out simple experimentation with <u>a wide range of</u> materials as directed.	The project should show use of all types and methods of sounds creation listed in the specification. The outcome may be produced with direction from the Teacher to allow the learner to undertake more complex tasks. The project should have no consistent technical flaws.

Unit 04 Sound creation (F/507/4991) (cont'd)

Internal assessment tasks (cont'd)

Task 3

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 you could have gone better in your sound creation project.

Types of evidence:

You should create a review of your project which identifies:

- how well the project met the brief
- strengths
- weaknesses.

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 (F/507/4991) (cont'd)

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

Grading descriptors	Example
Pass: Identifies at least one strength <u>or</u> weakness and makes <u>general</u> conclusions.	The learner should identify one strength or weakness. The learner should make a simple concluding statement about the success of their piece.
Merit: Identifies at least one strength <u>and</u> at least one weakness and makes <u>simple, specific</u> conclusions.	The learner should identify one strength and one weakness. The learner should make a concluding statement about the success of their piece in relation to their use of sound creation.
Distinction: Identifies <u>more than</u> one strength <u>and more than</u> one weakness and makes <u>simple, specific</u> conclusions <u>related to the task</u>.	The learner should identify more than one strength and more than one weakness. The learner should make a concluding statement about the success of their piece in relation to their use of sound creation.