

# Level 1 Certificate in Sound and Music Technology (7503)

## Assessment pack

QCA number 500/1532/1

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November 2006  
Version 2.0 (September 2007)

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## Assessment pack



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# 1 Qualification structure

To achieve full certification for the Level 1 Certificate in Sound and Music Technology, candidates must complete all seven mandatory units of the qualification as well as a synoptic test paper covering all units.

<b>QCA unit reference</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>
K/500/3476	Unit 101	Follow safe working practices in music and sound industries
M/500/3477	Unit 102	Occupational roles and employment in music and sound industries
A/500/3479	Unit 103	Basic equipment connections for music and sound industries
M/500/3480	Unit 104	MIDI sequencing and software
T/500/3481	Unit 105	Sound recording skills
A/500/3482	Unit 106	Digital sound editing
F/500/3483	Unit 107	MIDI and audio techniques
N/A	Unit 100	Online examination

## 2 Guidance for assessors

### Important notice

There are two data CD's provided by City & Guilds to accompany this set of assignments. They accompany the following assignment: 106.

The audio and data on the CD's will allow City & Guilds to standardise the assignments for all centres both nationally and internationally. Please note that .wav file data for assignment 106 needs to be **transferred to audio format** prior to handing out to candidates.

### Introduction

City & Guilds have developed a suite of new vocational qualifications for the Music and Sound industries. The qualifications have been designed to provide candidates with the practical skills and knowledge valued by employers within the industry. This qualification has been developed with sound engineers from UK music studios to ensure it reflects current industry practices.

The aims of this qualification are to:

- provide candidates who work or want to work in the Sound and Music Technology industries with relevant skills and knowledge
- support Government initiatives towards the National Qualifications Framework (NQF). For further information on the NQF, visit the QCA websites **www.qca.org.uk** and **www.openquals.org.uk**
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the Sound and Music Technology sectors.

This qualification functions as a stand alone qualification, accredited as part of the NQF at Level 1.

### Assignments

Each assignment is divided into a series of tasks. To achieve each unit, candidates need to achieve **all** the tasks.

Typically there will be a:

- task which requires candidates to demonstrate their subject knowledge
- task which requires candidates to demonstrate their practical skills
- task which requires candidates to demonstrate the occupational skills acquired.

All tasks are graded, and the grades are then aggregated to provide an overall grade for the assignment for the unit. Candidates must pass all tasks in the assignment.

Assignments can be completed in any order. There is no need for candidates to begin with unit 101 and then to work through the units in numerical order. Centres will be expected to organise the assignments in a logical order according to the requirements of the candidates and the course eg with regard to work experience placements, visits.

## Research and report tasks

The research and report type activities in the assignment are **not** closed book tests. Within the overall time constraints set by the centre, they may be completed away from the centre, in the students' own time and at their own pace.

## Introducing the assignment work to the students

It will be beneficial to take the candidates through what is required in the assignments and the way in which each part will be graded. Candidates should have an opportunity to familiarise themselves with the way the tasks are graded.

Candidates may refer to their tutors for guidance on parts of the assignment work though they should be aware that, especially for the exploratory tasks, the amount of guidance and support they are given may be reflected in the grade they are given.

Candidates should be able to negotiate extra time where they have a good reason for the request, but reliability and punctuality are watchwords of employment. Therefore, if the agreed deadline for the return of work is not met, without a valid reason, they must accept that they may fail or may earn no better than a Pass grade for their work, regardless of how good it is.

## Timings for assignments

A submission schedule should be worked out by the centre, governed by the overall assessment plan for the course, to be negotiated between tutor/assessor and candidate. Practice may show that some candidates could be fast-tracked.

The relationship between course delivery, the handing out of assignments, and the deadlines for their return are matters for agreement between the tutors and the candidates locally.

## Submission of assignment work

It is recommended that candidates be given an opportunity to submit a draft of their written work to their tutor/assessor, within an agreed window, to gain feedback on whether they have done enough to achieve a pass or better for that assignment. Once the assignment has been formally submitted, however that is the work that will be formally graded. Please note however, that for tasks where the level of support from the centre is part of the grading criteria, this may prevent candidates achieving a higher grade. Candidates should also be informed of the results of missing the centre's submission deadline to focus their minds on the need for dependability, reliability ie a professional approach. Failure to submit on time, without a valid reason, could mean that candidates fail the assignment or cannot obtain better than a pass grade.

## Opportunities to repeat tasks within an assignment

Candidates who fail a task can repeat the task, at the centre's discretion, but **cannot** achieve higher than a pass grade.

## Authenticity

Centres are reminded to check for authenticity of work where candidates may be using texts and internet to complete tasks.

## Feedback

Assessors must provide feedback on every occasion that a skills observation takes place. A proforma for feedback has been included in this assessment pack.

### Candidate records of course work

Candidates should be encouraged to keep their work carefully in a portfolio. This may be an unfamiliar form of record keeping for many of them, but it is a good discipline which will benefit them when they progress in their learning and training. In addition, learning themes tend to recur in linked or higher levels of award and it may only be necessary for them to add a little to what they have already done to achieve the new standard.

### Overall grading of assignments

Each task will be awarded points. Pass = 1 point, Credit = 2 points, Distinction = 3 points. These would be added together and overall grade determined, as in example below.

To combine the grades of **graded tasks**:

- assign a mark for each grade achieved (pass=1, credit=2 and distinction = 3)
- add these together and divide by the total number of **graded** tasks to give the average, using the grid provided
- use the conversion chart to convert back to an overall grade

### Conversion chart

#### Example

Total points available for 3 tasks = 9

<b>Pass</b>	1 mark	<b>Credit</b>	2 marks	<b>Distinction</b>	3 marks
<b>Task</b>	<b>Evidence</b>	<b>Grade</b>	<b>Mark</b>		
A					
B					
C					
				<b>Total mark for all graded tasks</b>	
<b>Conversion chart</b>				<b>Divided by the number of tasks</b>	3
Average grade:				<b>Average mark for tasks</b>	
1 – 1.5	pass			<b>Overall grade</b>	
1.6 – 2.5	credit				
2.6 – 3	distinction				

### 3 Accreditation of prior learning/achievement

Some students may have previously followed a programme with a similar assessment regime, albeit at a lower level. It may be that previous work, especially research or 'finding out about' type tasks, could count, either wholly or in large part, towards the assignment work in **this** scheme.

However, the general rules for evaluating evidence (VACS) must still be observed, that is there is an obvious link between what was produced earlier and the evidence required in this scheme (validity); that the work submitted is genuinely the work of that student (authenticity); it was not completed so long ago that they would either have forgotten their learning or that legislation had been introduced or changed in the meanwhile (currency); and that there is enough evidence to give confidence that the requirements of the unit have been met (sufficiency).

The way in which these APL/ APA judgments have been made should be clear to the External Verifier when sampling during visits.

## 4 Assessment and verification

### Codes of practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and the Codes of Practice associated with the industry must always be adhered to.

### Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have not reached the standard of assessment required. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the external verifier.

### Verification of assignments

By using marking checklists verifiers can check that evidence for an assignment is complete and can ensure that allocation of marks has been fair and beyond dispute.

Assessors must ensure that candidates understand why a particular grade has been given for the assignment. It is for this reason that City & Guilds requires the signature of both the assessor and the candidate on the final assignment mark sheet.

If a candidate's work is selected for verification, samples of work must be made available to the appointed external verifier. The external verifier will ensure that:

- the internal verifier is undertaking his/her responsibilities
- the internal verifier is given prompt, accurate and constructive feedback on centre operations
- a report is written by the external verifier on centre activities for City and Guilds.

### Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds Qualifications* and in the *Centre toolkit*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

Centres are also free to design their own assignments, if they feel their suggestions better reflect local needs, and are encouraged to be as creative and inventive as possible, particularly with the research or 'finding out' component. These locally-devised proposals should fulfill the same general assessment purpose as the City & Guilds set assignments, should use the same marking and grading criteria, and should be agreed by City & Guilds and the External Verifier before use, and sampled by the External Verifier before the assessments are claimed.

### **Entry for assessment and certification**

Candidates should be registered via the Walled Garden or using Form S at least 28 days before any assessment. Entries for the online multiple choice test should be made via the Walled Garden or using Form S as per the instructions laid down in the City & Guilds Directory of Vocational Awards.

Results of assignments should be submitted in the form of grades via the Walled Garden or by using Form S. Only those components which have been achieved should be included. Each component number is entered, followed by P (Pass), C (Credit) or D (Distinction) to indicate the grade the candidate has achieved.

## 5 Introduction to these assignments – for candidates

The assignments will ask you to perform a combination of tasks. These will typically be that:

- they require you to demonstrate your subject knowledge
- they require you to demonstrate your practical skills
- they require you to demonstrate the occupational skills you have acquired.

The assignments are an assessment, but they are also there to support your learning.

All the tasks are graded and you can be awarded a Pass, a Credit or a Distinction grade, depending on how well you perform. To complete the assignment work for a unit successfully you need to achieve at least a Pass grade in all the tasks.

### **Timings**

There is no particular time limit set for the completion of this assignment. Your tutor will guide you however on the maximum time you should allow in order to be sure of completing all of the required assignments within the time available for the course. The timescale for the completion of assignments will be negotiated between you and your tutor. However, the results of your failure to submit on time, without a valid reason, are that you may fail the assignment or cannot obtain better than a pass grade.

You may discuss your work with your tutor to get feedback on whether the accuracy and amount of work you have done will earn you a pass or better. However, you will also need to meet the centre's timescales for submitting your work. The extent of help and support sought from your tutor may make it difficult for you to get a higher final grade, as this may be part of the grading criteria.

### **Presentation of work**

Prepare a front cover and contents page for your assignment and try to present your work in a clear and logical sequence.

You are encouraged to word process your responses (and other simple application programmes where they are accessible) as this will help to generate valuable key skills evidence: this is not a requirement or essential however.

For research and report tasks you may wish to refer to books, information given to you by your tutor or you may wish to research the internet. If you do this, remember to include a reference to show where the information came from. You must also provide the answers in your own words – your assessor obviously knows the way you normally express yourself so they will be able to tell if you have simply downloaded material or copied it directly from a textbook.

You may also wish to include any relevant charts, pictures and leaflets you have collected. Use colours, symbols and diagrams, where you think they will help to illustrate your answers.

Your tutor will guide you if there is any part of this assignment that you do not understand.

## 6 Assignments

# Assignment 101 Follow safe working practices in music and sound industries

## Assignment composition

This assignment is based on Unit 101 of the Level 1 Certificate in Sound and Music Technology. It is made up of the following learning outcomes and tasks.

<b>Learning outcome</b>	<b>Task</b>	<b>Evidence</b>
1 Follow basic health and safety guidelines	Ai (PS 1.1, 1.2, 1.3, 1.4, 1.5 and UK 1.3, 1.6, 1.7, 1.8, 1.9, 1.10) Aii (UK 1.1, 1.2, 1.3, 1.4, 1.5)	Risk assessment report  Legislation report
2 Maintain facilities and equipment	B (PS 2.1, 2.2, 2.3, 2.4 and UK 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)	Inventory with commentary
3 Follow accident and emergency procedures	C (PS 3.1, 3.2, 3.3 and UK 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	Report

### Key

PS = Practical skills

UK = Underpinning knowledge

A form for giving feedback to candidates – the summary sheet – is included at the end of this assignment.

This assignment provided relates to health and safety legislation and processes in England and Wales. Centres operating under other systems may substitute appropriate ranges. These should be verified by the centre's external verifier.

# Assignment 101      Follow safe working practices in music and sound industries

## Tasks

### Task Ai      Carry out risk analysis and produce a report

Candidates are required produce a report identifying the risks of a workplace and list the main health and safety legislation. The report should clearly highlight the following employer and employee responsibilities as stated in the Health and Safety at Work Act:

- Location of safety signs and information
- Location of first aid equipment
- Location fire fighting equipment
- Fire and evacuation reporting procedures
- Report potential hazards
- Actions that would reduce risks
- Points of assistance

### Task Aii      Research and produce a report

Using a range of resources, candidates should carry out research and produce a report to identify key legislation which will apply to the workplace.

As a minimum this should include:

- Health and Safety at Work Act
- RIDDOR (Reporting of Injuries Diseases and Dangerous Occurrences Regulations)
- COSHH (Control of Substances Hazardous to Health Regulations)

Candidates should also research substances used within the music and sound industry covered by COSHH regulations.

### Task B      Produce an inventory and report

Candidates are required to produce an inventory of a workplace detailing the location of the following:

- Cleaning equipment/machinery (eg caution signs, brushes, mops, buckets, electric floor cleaners)
- Protective clothing (eg overalls, gloves, goggles, masks, boots)

In addition to the inventory, candidates are required to report on the following:

- Methods of dealing with waste and rubbish (eg hazardous materials, sharps)
- Hazards involved in cleaning and tidying

### **Task C      Research and produce a report**

Candidates are required to research and complete a brief report into the importance of:

- Accident and emergency report procedures
- Accident and near miss reporting

The report should cover the reasons for recording the following:

- Date and time of incident
- Sources and areas of qualified assistance
- Procedures for dealing with fires, gas leaks, electrical faults, chemical spillage and medical emergencies
- Causes of accidents within the workplace
- Emergencies that commonly occur in the workplace

# Assignment 101

# Follow safe working practices in music and sound industries

## Summary sheet

Candidate name:

City & Guilds enrolment number:

Centre name:

Centre number:

### Tutor/Assessor comments

Candidate signature

Date

Assessor/Tutor signature

Date

Internal verifier signature (where applicable)

Date

# Assignment 101 Follow safe working practices in music and sound industries

## Marking criteria

Task	Pass	Credit	Distinction
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	demonstrated understanding of the requirements and produced the minimum evidence required	demonstrated sound understanding of the task and provided clear and relevant evidence	demonstrated excellent understanding of the task with evidence of analysis and evaluation
	provided evidence which demonstrates knowledge relevant to the finished tasks	shown the use of a range of relevant sources/resources	critically evaluated a wide range of sources/resources which are clearly referenced
		produced the task well and in an organised and logical sequence	provided detailed evidence which demonstrates a good breadth and depth of knowledge that has been used to good effect in the task
		demonstrated evidence of analysing research information	presented the task to a high level
		completed the task with minimal assistance	provided evidence of creative and original thoughts
			worked independently throughout
	<b>Examples of work submitted by a pass candidate</b>	<b>Examples of work submitted by a credit candidate</b>	<b>Examples of work submitted by a distinction candidate</b>
Ai	Research undertaken into legislation. Risk assessment report completed. Identification of some health and safety requirements in the workplace.	In-depth research undertaken into legislation. Risk assessment report completed and concise. Identification of all health and safety requirements in the workplace.	Thorough research undertaken into legislation. Risk assessment report completed in detail and presented neatly. Provided detailed floor plan including locations of health and safety signage, fire fighting equipment, etc. Identification of all Health and Safety requirements in the workplace.
Aii	Provided up to date information on relevant legislation	Provided up to date information on all relevant legislation. Provided a COSHH sheet on	Provided up to date information on all relevant legislation. Provided detailed COSHH sheet on

<b>Task</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
		substances used	substances used. Listed research resources used.
B	<p>Provided inventory of cleaning equipment, chemicals and clothing in the workplace.</p> <p>Included information on how to deal with waste and rubbish and hazards involved in cleaning and tidying.</p>	<p>Provided concise inventory of all cleaning equipment, chemicals and clothing in the workplace. Included detailed information on how to deal with waste and rubbish and hazards involved in cleaning and tidying.</p> <p>Included detailed information on how to deal with waste and rubbish and hazards involved in cleaning and tidying.</p>	<p>Provided detailed inventory of all cleaning equipment, chemicals and clothing in the workplace. Provided breakdown of all items.</p> <p>Included detailed information on procedures for dealing with waste and rubbish and hazards involved in cleaning and tidying.</p>
C	Developed and designed a basic report.	Developed and designed a concise report.	Developed and designed a detailed report.

Note: All points at each grade must be evidenced in order to achieve marks for grade, ie. Task A: all pass criteria met and only one from credit, would result in a pass grade only. For Distinctions all criteria must be met for each grade.

# Assignment 101 Follow safe working practices in music and sound industries

## Mark sheet

This form should be completed by the Assessor/Tutor and signed by the candidate.

Candidate name: \_\_\_\_\_ City & Guilds enrolment number: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Please allocate the following marks:

**Pass** = 1 mark

**Credit** = 2 marks

**Distinction** = 3 marks

Task	Evidence	Grade	Mark
Ai	Risk assessment report		
Aii	Legislation report		
B	Inventory with commentary		
C	Report		

Conversion chart	Total mark for all graded tasks	
Average grade:	Divided by the number of tasks	÷ 4
1 – 1.5 pass	Average mark for tasks	
1.6 – 2.5 credit	Overall grade	
2.6 – 3 distinction		

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor/Tutor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

External verifier signature \_\_\_\_\_ Date \_\_\_\_\_

# Assignment 102 Occupational roles and employment in music and sound industries

## Assignment composition

This assignment is based on Unit 102 of the Level 1 Certificate in Sound and Music Technology. It is made up of the following Learning outcomes and tasks.

<b>Learning outcome</b>	<b>Task</b>	<b>Evidence</b>
1 Describe the main organisations and sectors of the music and sound industry	Ai (PS 1.1 and UK 1.1)  Aii (UK 1.2)	Report, bibliography  Research list
2 Outline employment opportunities in the different music and sound sectors	B (PS 2.1, 2.2, 2.3 and UK 2.1)	Report and job advert within the country the candidate currently resides

### Key

PS = Practical skills

UK = Underpinning knowledge

A form for giving feedback to candidates – the Summary sheet – is included at the end of this assignment.

The range provided relates to organisations and processes in England and Wales. Centres operating under other systems may substitute appropriate ranges. These should be verified by the centre's external verifier.

# Assignment 102 Occupational roles and employment in music and sound industries

## Tasks

### Task Ai Research and produce a report

Candidates are required to research the main sectors and organisations of the music and sound industries and produce a brief report on their findings.

NB. Research should be undertaken into the sectors and organisations of the music and sound industry in the country in which the candidate currently resides.

Candidates should list the main organisations and briefly comment on their main key functions. As a minimum this should contain:

- IFPI
- BPI
- PRS
- MCPS
- PPL
- ASCAP
- APRS
- Musicians Union

Candidates should log all relevant research sources (bibliography) regarding their research into their finished report. Candidates should do this using the following resources:

- I.T. office software access
- Localised web sites (not overseas)
- Music industry directories
- Typed report of researched activity including related links

### Task Aii Produce a list and commentary

Candidates are required to list and briefly comment on common roles within the music and sound industries.

As a minimum this should include:

- Artist managers
- A&R managers
- Producers
- Engineers
- Royalty managers
- Booking agents

## **Task B      Research and produce a report**

Candidates are required to review and select information relevant to potential personal career options and local employment opportunities in the music and sound industries.

Candidates should produce a report:

- a) Indicating how they might access these opportunities and by which means.
- b) Choosing a full time post that would be relevant to personal career options.
- c) Stating the duties and skills involved and the potential routes into part time and full time employment for the chosen career option.
- d) Photocopy, scan or cut, copy and post examples of a job advertised in the chosen career option and provide a researched list of informed relevant skills and duties.

# Assignment 102 Occupational roles and employment in music and sound industries

## Summary sheet

Candidate name:

City & Guilds enrolment number:

Centre name:

Centre number:

### Tutor/Assessor comments

Candidate signature

Date

Assessor/Tutor signature

Date

Internal verifier signature (where applicable)

Date

# Assignment 102 Occupational roles and employment in music and sound industries

## Marking criteria

Task	Pass	Credit	Distinction
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	demonstrated understanding of the requirements and produced the minimum evidence required	demonstrated sound understanding of the task and provided clear and relevant evidence	demonstrated excellent understanding of the task with evidence of analysis and evaluation
	provided evidence which demonstrates knowledge relevant to the finished tasks	shown the use of a range of relevant sources/resources	critically evaluated a wide range of sources/resources which are clearly referenced
		produced the task well and in an organised and logical sequence	provided detailed evidence which demonstrates a good breadth and depth of knowledge that has been used to good effect in the task
		demonstrated evidence of analysing research information	presented the task to a high level
		completed the task with minimal assistance	provided evidence of creative and original thoughts
			worked independently throughout
	<b>Examples of work submitted by a pass candidate</b>	<b>Examples of work submitted by a credit candidate</b>	<b>Examples of work submitted by a distinction candidate</b>
Ai	Researched basic information on sectors and organisations.  Research sources listed.  Provided a brief description on their functions.	Researched relevant information on and organisations.  Provided a relevant description on their functions.	Researched detailed relevant information on sectors and organisations.  Provided detailed description on their functions.
Aii	Listed the minimum common job roles within music and sound industries.	Listed the minimum common roles within music and sound industries. Provided in-depth detail on each job role.	Listed more than the minimum common roles within music and sound industries. Provided in-depth detail on each job role.
B	Selected a potential chosen career option and provided research evidence stating a	Selected a potential career option and provided detailed research evidence of a basic	Selected a potential career option and provide detailed research evidence of a wide

<b>Task</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	basic range of duties and skills.	range of duties and skills.	range of duties and skills.
	Outlined local employment opportunities within music and sound industries with an example of an advertised position.	Outlined local employment opportunities within music and sound industries with current examples of related advertised positions (at least two).	Outline local employment opportunities within music and sound industries with current examples of related advertised positions (more than two).

# Assignment 102 Occupational roles and employment in music and sound industries

## Mark sheet

This form should be completed by the Assessor/Tutor and signed by the candidate.

Candidate name: \_\_\_\_\_ City & Guilds enrolment number: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Please allocate the following marks:

**Pass** = 1 mark

**Credit** = 2 marks

**Distinction** = 3 marks

Task	Evidence	Grade	Mark
Ai	Report, bibliography		
Aii	Research list		
B	Report and job advert within the country the candidate currently resides		

Conversion chart  Average grade:  1 – 1.5 pass 1.6 – 2.5 credit 2.6 – 3 distinction	Total mark for all graded tasks	
	Divided by the number of tasks	÷ 3
	Average mark for tasks	
	Overall grade	

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor/Tutor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

External verifier signature \_\_\_\_\_ Date \_\_\_\_\_

# Assignment 103      Basic equipment connections for music and sound industries

## Assignment composition

This assignment is based on Unit 103 of the Level 1 Certificate in Sound and Music Technology. It is made up of the following Learning outcomes and tasks.

<b>Learning outcome</b>	<b>Task</b>	<b>Evidence</b>
1 Identify basic types of common leads and connectors	A (PS 1.1, 2.1, 3.1, 4.1, 4.2)	Witness testimony and worksheet
2 Distinguish between digital and analogue connectors and types of signals		
3 Explain the difference in level between audio signals		
4 Test that leads are working and signals are routed correctly	B (PS 4.1)	Witness testimony and worksheet

NB Tasks A and B contribute to all outcomes.

### Key

PS = Practical skills

UK = Underpinning knowledge

A form for giving feedback to candidates – the summary sheet – is included at the end of this assignment.

# Assignment 103      **Basic equipment connections for music and sound industries**

## Tasks

In this set of tasks candidates will be asked to set up a computer based audio/MIDI sequencing package and to test that leads and connectors are working correctly.

### **Task A      Complete the worksheets**

Candidates are required to do the following:

- a) Run a software audio/MIDI sequencer on a computer.
- b) Test the continuity of the MIDI and audio leads.
- c) Connect a MIDI keyboard so that it sends MIDI information to the computer sequencer.
- d) Route the MIDI signal from the keyboard through the computer sequencer and out to a MIDI sound source which will give an audio signal. This could be an external hardware device or a software synthesiser.
- e) Identify the audio outputs from the MIDI sound source. Connect them to the audio input of a monitoring system.

Using the two worksheets provided (or similar), candidate are required to make a note of the following:

- Types of connector at both ends of the leads
- Are the signals analogue or digital
- How to verify that:
  - the signal is getting from the keyboard and into the sequencer
  - the signal is getting from the audio output and into the monitoring system

### **Task B      Complete the worksheet**

Candidates are required to select one of the leads from the setup in task A above and do the following:

- a) Examine the connectors on each end and identify how many separate electrical terminals there are.
- b) Note this information down on the worksheet provided (or similar).
- c) Run the lead through a continuity test to check that all of the connections are electrically sound.
- d) Note this information down on the worksheet.
- e) Draw a diagram of the two connectors and the way they are wired together in the space provided on the worksheet.

# Assignment 103 Basic equipment connections for music and sound industries

Candidate proforma Task A

Task A - Connecting up a MIDI Keyboard

	One End of Lead	Other End of Lead
<b>Type of connectors</b>		
<b>Is the signal an analogue or digital signal?</b>	Analogue <input type="checkbox"/>	Digital <input type="checkbox"/>
<b>Commentary</b>		

<b>Type of test used</b>	Listening	Visual Metering	Continuity Test
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task A – Routing Audio from MIDI instrument into amplifier

	One End of Lead	Other End of Lead
<b>Type of Connector</b>		
<b>Is the signal an Analogue or Digital Signal? (Tick)</b>	Analogue <input type="checkbox"/>	Digital <input type="checkbox"/>
<b>Commentary</b>		

	Listening	Visual Metering	Continuity Test
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Assignment 103 Basic equipment connections for music and sound industries

Candidate proforma Task B

Task B – Continuity Test

---

**One End of Lead**

---

**Type of Connector**

---

<b>How many terminals are used?</b>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---



---

**Other End of Lead**

---

**Type of Connector**

---

<b>How many terminals are used?</b>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

**Diagram of Lead**

(Label terminals 1, 2, 3 etc)\*

---

**\* For connectors without an established numbering system, candidate should number terminals on the diagram themselves.**

---

**Commentary**

---

# Assignment 103    Basic equipment connections for music and sound industries

## Summary sheet

Candidate name: \_\_\_\_\_ City & Guilds enrolment number: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

### Tutor's/Assessor's comments

\_\_\_\_\_

\_\_\_\_\_  
Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Assessor/Tutor signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Internal verifier signature (where applicable) \_\_\_\_\_ Date \_\_\_\_\_

# Assignment 103 Basic equipment connections for music and sound industries

## Marking criteria

Task	Pass	Credit	Distinction
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	demonstrated understanding of the requirements and produced the minimum evidence required	demonstrated sound understanding of the task and provided clear and relevant evidence	demonstrated excellent understanding of the task with evidence of analysis and evaluation
	provided evidence which demonstrates knowledge relevant to the task	shown the use of a range of relevant sources/resources	critically evaluated a wide range of sources/resources which are clearly referenced
		presented the task well and in an organised and logical sequence	provided evidence which demonstrates a good breadth and depth of knowledge that has been used to good effect in the task
		demonstrated evidence of analysing research information	presented the task to a high level
		completed the task with minimal assistance	provided evidence of creative and original thoughts
			worked independently throughout
	<b>Examples of work submitted by a pass candidate</b>	<b>Examples of work submitted by a credit candidate</b>	<b>Examples of work submitted by a distinction candidate</b>
A	Run software, named connectors, correctly identified signal as analogue or digital, basic commentary used.	Commentary is well written with correct and relevant terminology.	Commentary shows a good understanding of routing and wiring practice.
B	Connector types at both ends of lead identified correctly. Number of terminals electrically connected are identified. Basic diagram shows main features of electrical connections. Continuity test has been completed.	Diagram is neatly presented and shows all electrical connections labelled correctly.	Diagram of lead is well presented and communicates relevant information showing a breadth of knowledge.

# Assignment 103 Basic equipment connections for music and sound industries

## Mark sheet

This form should be completed by the Assessor/Tutor and signed by the candidate.

Candidate name: \_\_\_\_\_ City & Guilds enrolment number: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Please allocate the following marks:

**Pass** = 1 mark

**Credit** = 2 marks

**Distinction** = 3 marks

Task	Evidence	Grade	Mark
A	Witness testimony and worksheet		
B	Witness testimony and worksheet		

<b>Conversion chart</b>  Average grade:  1 – 1.5 pass 1.6 – 2.5 credit 2.6 – 3 distinction	Total mark for all graded tasks	
	Divided by the number of tasks	÷ 2
	Average mark for tasks	
	Overall grade	

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor/Tutor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

External verifier signature \_\_\_\_\_ Date \_\_\_\_\_

# Assignment 104 MIDI sequencing and software

## Assignment composition

This assignment is based on Unit 104 of the Level 1 Certificate in Sound and Music Technology. It is made up of the following Learning outcomes and tasks.

<b>Learning outcome</b>	<b>Task</b>	<b>Evidence</b>
1. Set up a software MIDI sequencer and headphone/monitor system	A (PS 1.1, 1.2, 1.3)	Witness testimony and sequencer file
2. Explain the basic functions of a software-based MIDI sequencing package	B (PS 2.1)	Witness testimony and table
3. Create MIDI files to a given brief	Ci (PS 3.1, 3.2)	Witness testimony, project plan and sequencer file
4 Explain computerised file location, file saving and backup procedures	Cii (PS 3.3, 3.4, 4.1, 4.2)	Archiving system
	D (PS 3.3, 3.4, 4.1, 4.2)	Questionnaire

### Key

PS = Practical skills

UK = Underpinning knowledge

A form for giving feedback to candidates – the Summary sheet – is included at the end of this assignment.

# Assignment 104    MIDI sequencing and software

## Tasks

In this set of tasks the candidate will be asked to examine the functions of a MIDI sequencing package. After brief experimentation they will be asked to create a MIDI based piece which uses various MIDI functions.

### Task A      Use a MIDI sequencer

Candidates are required to complete the following:

- a. Run the MIDI sequencer program on the computer and check that it is receiving an input from a connected MIDI keyboard.
- b. Route the MIDI track which the MIDI signal is coming in on to a MIDI instrument/sound source.
- c. Check that the MIDI sound source can be heard through a monitoring system.
- d. Test that the MIDI sequencer will record the input from the MIDI keyboard onto the track.
- e. Save the sequencer file.

### Task B      Create a table

Candidates are required to experiment with the various functions of the MIDI sequencer:

- Make some short test MIDI recordings
- Transform the recorded parts using the various features of the program
- Create a table showing which MIDI editing functions have been used and why they might be useful in creating a piece of MIDI based music

### Task Ci     Plan and create a MIDI based piece

Candidates are required to plan and create a MIDI based piece using the editing functions that have been experimented with in Task B (above). The MIDI piece must be between 1 and 3 minutes long. It must contain at least six MIDI tracks and there should be at least a 30 second section where all the tracks are playing at the same time.

Prior to creating the MIDI based piece, candidates are required to create a plan outlining the time to be spent:

- Experimenting
- Creating new materials
- Editing materials
- Balancing all elements of the piece
- Any other stages of the process

### Task Cii    Develop an archiving system

As a part of the project plan (above), candidates are required to develop a backup and archiving system and fill in details in a table using the below headings (or similar):

- Start time
- End time
- Date
- MIDI file version number
- Comments

## **Task D      Fill in the questionnaire**

Candidates are required to fill in the questionnaire, overleaf (or similar) about their project.  
If candidates cannot fit their answers onto the paper, a separate sheet may be used.

# Assignment 104 MIDI sequencing and software

## Candidate proforma Task D

Candidate's Name \_\_\_\_\_

1 What is the name of your track?

\_\_\_\_\_

2 How much time did you take to create the track? (Answer in hours/minutes)

\_\_\_\_\_

3 What is the location you used to save the files as you went along? (Write down the computer-directory paths)

\_\_\_\_\_

4 How many file revisions did you create?

\_\_\_\_\_

5 How did you name the files to show that one was newer than the last?

\_\_\_\_\_

\_\_\_\_\_

6 How did you backup the files?

\_\_\_\_\_

\_\_\_\_\_

7 Why is it important to save a file as a new version every time you work on it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8 Why is it important to back up files to a safe media?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Assignment 104    MIDI sequencing and software

## Summary sheet

Candidate  
name:

City & Guilds  
enrolment number:

Centre  
name:

Centre number:

### Tutor/Assessor comments

.....

Candidate signature

Date

Assessor/Tutor  
signature

Date

Internal verifier  
signature  
(where applicable)

Date

# Assignment 104 MIDI sequencing and software

## Marking criteria

Task	Pass	Credit	Distinction
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	demonstrated understanding of the requirements and produced the minimum evidence required	demonstrated sound understanding of the task and provided clear and relevant evidence	demonstrated excellent understanding of the task with evidence of analysis and evaluation
	provided evidence which demonstrates knowledge relevant to the task	shown the use of a range of relevant sources/resources	critically evaluated a wide range of sources/resources which are clearly referenced
		presented the task well and in an organised and logical sequence	provided evidence which demonstrates a good breadth and depth of knowledge that has been used to good effect in the task
		demonstrated evidence of analysing research information	presented the task to a high level
		completed the task with minimal assistance	provided evidence of creative and original thoughts
			worked independently throughout
	<b>Examples of work submitted by a pass candidate</b>	<b>Examples of work submitted by a credit candidate</b>	<b>Examples of work submitted by a distinction candidate</b>
A	Made connections and monitored audio as evidenced through sequencer file by the creation of a basic audio balance between elements.	MIDI file shows good use of monitoring through good balance of audio elements with only minor exceptions.	Mix shows excellent use of monitoring to create a well balanced mix both technically and creatively.
B	Created sequencer files containing at least three MIDI editing functions. Created a basic table showing MIDI functions and a basic explanation of their use in creating a MIDI piece.	Has used at least five MIDI editing functions. Has created a table showing a detailed explanation of their use in creating a MIDI piece.	Has used over five MIDI editing functions. Has created a table clearly outlining the functions used in creating a MIDI piece music showing a good breadth and implementation of technical knowledge.
Ci	Created a piece of music between 1 and 3 minutes long, containing at least six MIDI tracks and at least a 30 second section where all the tracks are	The plan/timeline shows a good level of detail relating to the project and its planning and execution.	The plan/timeline is excellently constructed and shows a good level of evaluation of the stages needed to complete the work successfully.

<b>Task</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	playing at the same time. There are no audio files within the MIDI piece. Created a plan/timeline showing a basic outline of the different stages of the project.		
Cii	Created a basic table showing the time spent editing the project and the names of the files as they are backed up each time.	Table is neatly presented and shows all events clearly and concisely.	Table shows in-depth detail and is accurate. The table can be seen to have been used as part of the planning process.
D	Provided details of file locations, incremental backup file names, how files were backed up and the basic reasons why.	Provided in-depth reasons why files should be backed up and archived.	Provided detailed reasons why files should be backed up and archived showing breadth of knowledge.

# Assignment 104 MIDI sequencing and software

## Mark sheet

This form should be completed by the Assessor/Tutor and signed by the candidate.

Candidate name: \_\_\_\_\_ City & Guilds enrolment number: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Please allocate the following marks:

**Pass** = 1 mark

**Credit** = 2 marks

**Distinction** = 3 marks

Task	Evidence	Grade	Mark
A	Witness testimony and sequencer file		
B	Witness testimony and table		
Ci	Witness testimony, project plan and sequencer file		
Cii	Archiving system		
D	Questionnaire		

<b>Conversion chart</b>  Average grade:  1 – 1.5      pass 1.6 – 2.5    credit 2.6 – 3        distinction	Total mark for all graded tasks	
	Divided by the number of tasks	÷ 5
	Average mark for tasks	
	Overall grade	

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor/Tutor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

External verifier signature \_\_\_\_\_ Date \_\_\_\_\_

# Assignment 105 Sound recording skills

## Assignment composition

This assignment is based on Unit 105 of the Level 1 Certificate in Sound and Music Technology. It is made up of the following Learning outcomes and tasks.

<b>Learning outcome</b>	<b>Task</b>	<b>Evidence</b>
1 Implement audio connections within different recording scenarios	A (PS 2.1, 2.2, 2.3 and UK 2.1, 2.2, 2.3)	Witness testimony and original recording
2 Connect analogue sources to digital or analogue recording systems		
3 Record and monitor signal sources and make a basic volume balance	B (PS 3.1, 3.2, 3.3 and UK 3.1, 3.2, 3.3)	Witness testimony and original recording
4 Save and archive recordings	C (PS 4.1, 4.2, 4.3, 4.4 and UK 4.1, 4.2)	Reflective log, archived final stereo recording

### Key

PS = Practical skills

UK = Underpinning knowledge

A form for giving feedback to candidates – the summary sheet – is included at the end of this assignment.

# Assignment 105    Sound recording skills

## Tasks

### Task A    Produce a 4-track recording

Candidates are required to prepare and set up a basic recording scenario including the connection of instruments routed to a digital or analogue recording system and make original recordings of external sources. Candidates will produce a 4-track recording in which at least two of the tracks are over-dubbed.

a) Select a basic recording scenario from the following range:

- Vocal performance
- Musical instrument
- Spoken word
- Sound effects
- Drum/percussion

MIDI devices may be used but must be played and connected via their analogue outputs.

b) Record on one of the following systems:

- Computer-based audio system
- Digital multi-track device
- Analogue multi-track device

c) Set up the connection of sound sources to the system.

Candidates must adjust input gain to an optimum level via an analogue mixing device.

### Task B    Record signals and make a volume balance

Candidates must record signals and then make a basic volume balance.

a) Use the system (as set up in task B above) to record and monitor signals from the chosen external analogue sources.

b) Make a stereo mix of the recorded tracks:

- Pan individual tracks (if applicable)
- Balance levels of all tracks
- Optimise final mix level

c) Reset and tidy equipment after every session.

### Task C    Produce a reflective log

Candidates are required to keep a diary or reflective log in order to evaluate the above process (task B above). As a minimum this should contain the following information:

- Diagram of connections and signal flow
- Record of recording sessions (track sheet)
- Log of the process undertaken
- Stereo master recording (safe and secure backup of original recording on CD, DVD, tape or hard drive)
- How/why to reset and tidy equipment on completion.

# Assignment 105    Sound recording skills

## Summary sheet

Candidate  
name:

City & Guilds  
enrolment number:

Centre  
name:

Centre number:

### Tutor's/Assessor comments

.....

Candidate signature

Date

Assessor/Tutor  
signature

Date

Internal verifier  
signature  
(where applicable)

Date

# Assignment 105    Sound recording skills

## Marking criteria

Task	Pass	Credit	Distinction
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	demonstrated understanding of the requirements and produced the minimum evidence required	demonstrated sound understanding of the task and provided clear and relevant evidence	demonstrated excellent understanding of the task with evidence of analysis and evaluation
	provided evidence which demonstrates knowledge relevant to the finished tasks	shown the use of a range of relevant sources/resources	critically evaluated a wide range of sources/resources which are clearly referenced
		demonstrated evidence of analysing research information	provided detailed evidence which demonstrates a good breadth and depth of knowledge that has been used to good effect in the task
		demonstrated evidence of analysing research information	presented the task to a high level
		completed the task with minimal assistance	provided evidence of creative and original thoughts
			worked independently throughout
	<b>Examples of work submitted by a pass candidate</b>	<b>Examples of work submitted by a credit candidate</b>	<b>Examples of work submitted by a distinction candidate</b>
A	Set up a recording scenario and recorded at least four tracks, two of which need to be overdubbed. Multi-track recording levels were optimised with only minor exceptions. Adjusted reasonable balance of audio elements with only minor exceptions. Has tidied and reset equipment to a satisfactory standard.	Multi-track recording levels were optimised. Adjusted good balance of audio elements.	Multi-track recording levels were optimised with no exceptions. Good awareness of signal levels. Adjusted excellent balance of audio elements with no exceptions.

<b>Task</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
B	Created a diagram showing most connections and signal flow. Created a track sheet and logged the process followed. Submitted a stereo master recording.	Created a diagram showing all connections and signal flow. Track sheet is in-depth. Log shows a good level of detail.	Created an excellent diagram showing all connections and signal flow. Track sheet is clear and detailed. Log shows detailed evaluation of the process followed.
C	Reflective log, diagrams, track sheet and recordings presented in a basic way.	Findings presented in a logical and organised fashion.	Findings and evidence presented in a highly logical and organised fashion which demonstrates a good knowledge of digital recording skills.

# Assignment 105 Sound recording skills

## Mark sheet

This form should be completed by the Assessor/Tutor and signed by the candidate.

Candidate name: \_\_\_\_\_ City & Guilds enrolment number: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

For tasks A and B, please allocate the following marks:

**Pass** = 2 mark      **Credit** = 4 marks      **Distinction** = 6 marks

Task	Evidence	Grade	Mark
A	Witness testimony and original recording		
B	Witness testimony and original recording		

For task C, please allocate the following marks:

**Pass** = 1 mark      **Credit** = 2 marks      **Distinction** = 3 marks

Task	Evidence	Grade	Mark
C	Reflective log, archived final stereo recording		

<b>Conversion chart</b>  Average grade:  1 – 1.5      pass 1.6 – 2.5      credit 2.6 – 3      distinction	Total mark for all graded tasks	
	Divided by the number of tasks	÷ 5
	Average mark for tasks	
	Overall grade	

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor/Tutor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

External verifier signature \_\_\_\_\_ Date \_\_\_\_\_

# Assignment 106 Digital sound editing

## Assignment composition

This assignment is based on Unit 106 of the Level 1 Certificate in Sound and Music Technology. It is made up of the following Learning outcomes and tasks.

Learning outcome	Task	Evidence
1 Transfer or import basic audio material without any deterioration in the quality	A	Witness testimony, original recording and new edited files
2 Make basic editing decisions	(PS 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3 and UK 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3)	
3 Make improvements to selected audio files without any obvious deterioration of the material	B	
4 Make tempo and timing editing decisions	(PS 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3 and UK 4.1, 4.2, 5.1, 5.2)	Witness testimony, original recording and new edited files

NB Tasks A and B contribute to all outcomes.

### Key

PS = Practical skills

UK = Underpinning knowledge

A form for giving feedback to candidates – the summary sheet – is included at the end of this assignment.

**Please note:** For this assignment, centres will need to use the CD provided by City and Guilds. Centres must convert the .wav file data and burn them onto an audio CD for each candidate for both task A and task B.

Task A – spoken word files

Task B – drum and percussion files.

# Assignment 106    Digital sound editing

## Tasks

### Task A    Transfer audio files

Candidates are required to connect together two pieces of audio equipment to copy a stereo file from one piece of equipment to another. They will check the quality of the second recording carefully and ensure that it is properly saved and archived.

Candidates are required to:

- a) Set up and operate a computer based (DAW) digital editing system. Candidates should configure all equipment to safely transfer and monitor audio materials. They should complete the following process:
  - power up equipment
  - configure recording system
  - prepare software or digital equipment
  - prepare monitoring or headphones.
  
- b) Receive a pre-recorded CD from their tutor with defective stereo spoken word files. For editing spoken word, tutors/centres will provide candidates with several audio file sections on CD from the same vocal source with a series of errors that require editing to compile 1-2 minutes of presentable audio.
  
- c) Transfer the audio using analogue connections from the output of a CD player. Candidates should ensure that the original audio content is preserved. Candidates should complete the following process:
  - set up recording procedures
  - specify data save paths
  - monitor the signal.
  
- d) Ensure that the recording process preserves the original audio content. In this exercise, editing audio material does not require the candidates to alter the sound quality of the edited material. Candidates should complete the following process:
  - make A/B comparisons to original audio source and audio copy
  - ensure no external influence has changed the original audio
  - use well maintained cables and wiring
  - use good sources of power
  - cloning of imported files
  - non-destructive audio editing.
  
- e) Save and manage the transferred audio content. Candidates should complete the following process:
  - save audio file to hard drive
  - save audio file as backup
  - carry out file naming management.

- f) Implement effective editing decisions. Candidates should identify and note any areas of the original audio requiring editing in order to improve the content, taking into account the following:
- background noise
  - external interruptions
  - coughing and sneezing
  - pops and clicks
  - repetition
  - false starts
  - furniture and jewellery noise.
- g) Put in place any of the following editing solutions required to improve audio defects:
- cut, copy & paste
  - insert
  - delete
  - rearrange
  - top and tail
  - cross fades.
- h) Candidates are required to prepare the archiving of all original audio and the produced edits and securely save the new compiled audio files. Candidates should use archiving menus and parameters of a DAW software completing the following process:
- prepare all recorded material
  - list stereo track titles
  - list content title and version
  - include dates and times
  - state source of recording
  - state version of edit
  - save on CD, DVD, tape or hard drive.
- i) Candidates are required to verify and recall all saved new audio media files. Candidates should use the playback facility on DAW software system prior to system or machinery being cleared of previous information, settings and parameters.

## **Task B      Make editing decisions**

Candidates are required to make tempo and timing editing decisions and assemble small drum and percussion audio edits or assemble vocal/music edits that reflect good timing, pace and tempo awareness. Editing decisions must be made without any detriment or distraction to the overall finished piece. There should be no unpleasant pauses or gaps in the finished work. Particular focus is required for the overall natural pace of spoken word edits.

Candidates are required to:

- a) Set up and operate a computer based (DAW) digital editing system. Candidates should configure all equipment to safely transfer and monitor audio materials. They should complete the following process:
- power up equipment
  - configure recording system
  - prepare software or digital equipment
  - prepare monitoring or headphones

- b) Receive a pre-recorded CD from their tutor with a selection of drum and percussion files.

For editing drum and percussion, candidates are required to import several audio files that require editing and pasting together to make a complete 4/4 audio track of 1-2 minutes. There should be at least 10-20 irregular sections or 3, 5, 9, or 11 bar audio files to import for each style and tempo. Loop based libraries should not be used.

- c) Transfer the audio using analogue connections from the output of a CD player. Candidates should ensure that the original audio content is preserved and complete the following process:
- set up recording procedures
  - specify data save paths
  - monitor the signal
- d) Ensure that the recording process preserves the original audio content. In this exercise, editing audio material does not require the candidates to alter the sound quality of the edited material. Candidates should complete the following process:
- make A/B comparisons to original audio source and audio copy
  - ensure no external influence has changed the original audio
  - use well maintained cables and wiring
  - use good sources of power
  - cloning of imported files
  - non-destructive audio editing
- e) Save and manage the transferred audio content. Candidates should complete the following process:
- save audio files to hard drive
  - save audio files as backup
  - carry out file naming management
- f) Implement effective timing and editing decisions. Candidates should identify timing and tempo errors and relationships during compilation of the audio files and adjust any errors with accurate editing decisions. Candidates should implement these decisions using the following methods and observations:
- cut, copy & paste
  - insert
  - delete
  - rearrange
  - top and tail
  - interview tempo and pace
  - length of audio (extend or shorten audio)
  - edit and compile without any detriment to the overall piece
  - editing sentences of speech
  - editing musical pieces
  - deletion of audio sections
  - good timekeeping and presentation

- g) Candidates are required to prepare the archiving of all original audio and the produced edits and securely save the new compiled audio files. Candidates should use archiving menus and parameters of a DAW software completing the following process:
- prepare all recorded material
  - list stereo track titles
  - list content title and version
  - include dates and times
  - state source of recording
  - state version of edit
  - save on CD, DVD, tape or hard drive
- h) Candidates are required to verify and recall all saved new audio media files. Candidates should use the playback facility on DAW software system prior to system or machinery being cleared of previous information, settings and parameters.

# Assignment 106 Digital sound editing

## Summary sheet

Candidate  
name:

City & Guilds  
enrolment number:

Centre  
name:

Centre number:

### Tutor/Assessor comments

.....

Candidate signature

Date

Assessor/Tutor  
signature

Date

Internal verifier  
signature  
(where applicable)

Date

# Assignment 106 Digital sound editing

## Marking criteria

Task	Pass	Credit	Distinction
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	demonstrated understanding of the requirements and produced the minimum evidence required	demonstrated sound understanding of the task and provided clear and relevant evidence	demonstrated excellent understanding of the task with evidence of analysis and evaluation
	provided evidence which demonstrates knowledge relevant to the finished tasks	shown the use of a range of relevant sources/resources	critically evaluated a wide range of sources/resources which are clearly referenced
		produced the task well and in an organised and logical sequence	provided detailed evidence which demonstrates a good breadth and depth of knowledge that has been used to good effect in the task
		demonstrated evidence of analysing research information	presented the task to a high level
		completed the task with minimal assistance	provided evidence of creative and original thoughts
			worked independently throughout

	<b>Examples of work submitted by a pass candidate</b>	<b>Examples of work submitted by a credit candidate</b>	<b>Examples of work submitted by a distinction candidate</b>
A	<p>Correctly set up digital editing system to ensure original audio can be monitored on headphones.</p> <p>Correctly set system environment using menus and parameters in ways that have enabled transfer and monitoring of original audio without deterioration.</p> <p>Saved new file in secure location with titled information.</p> <p>Edited start and end times and resolved basic audio problems on file.</p> <p>Made basic improvements such as noise reduction or limiting and saved improved audio file for A/B referencing.</p> <p>Archived all original audio and all new compiled edits into one nested folder with candidate name and date.</p> <p>Verified and recalled audio information prior to shutdown of system.</p> <p>Shown good health and safety practice and reset digital equipment, removing and storing all cables and wiring looms.</p>	<p>Correctly set up and used Pro-digital system to ensure original audio can be monitored on professional speaker system.</p> <p>Made regular A/B comparisons and edited effectively throughout. Identified areas using time based start/end locators (00:00:00) of any audio problems on copy of file.</p> <p>Made audio improvements such as filter/noise reduction, limiting, using digital processing plug-ins.</p> <p>Shutdown and restarted system to reload and verify file locations.</p> <p>Saved MP3 version of finished edited work.</p>	<p>Monitored on two fields of monitoring speakers. Candidates have imported audio with several problems that have required them to implement detailed repair edit techniques.</p> <p>Made informed audio improvements such as filter/noise reduction, limiting, spatial improvement, using selection of digital processing plug-ins.</p> <p>Work reflects faultless archiving and informed editing decisions.</p>

B	<p>Correctly set up digital editing system to ensure original audio can be monitored on headphones.</p> <p>Correctly set system environment using menus and parameters in ways that have enabled transfer and monitoring of original audio without deterioration.</p> <p>Saved all new files in secure location with titled information. Made use of A/B referencing.</p> <p>Assembled small drum or percussion audio files. Edited start/end times and rearranged files that work together at one defined tempo.</p> <p>Finished work is a minimum of 60 seconds in length with no gaps or pauses during playback and no tempo changes.</p> <p>Archived all original audio and all new compiled edits into one nested folder with candidate name and date.</p> <p>Verified and recalled audio information prior to shutdown of system.</p> <p>Shown good health and safety practice and reset digital equipment, removing and storing all cables and wiring looms.</p> <p>Has digital evidence of all completed tasks embedded within the archived project file. Titled and dated edited files.</p> <p>One CDR master of all final edited pieces and reference copy of original files.</p>	<p>Correctly set up and used Pro-digital system to ensure original audio can be monitored on professional speaker system.</p> <p>Assembled and edited 60 sections of spoken word problems word/speech interview that has been improved through removal of obvious problems.</p> <p>Made regular A/B comparisons and edited effectively throughout.</p> <p>Shutdown and restarted system to reload and verify file locations.</p> <p>Saved MP3 version of finished edited work.</p> <p>Presented files &amp; a CD master of edits. Includes source, version titled and dated final edited files and reference copy of original audio files. Archive work onto CDR.</p>	<p>Monitored on two fields of monitoring speakers. Candidates have imported audio with several problems that have required them to implement detailed repair edit and timing/pace techniques.</p> <p>Assembled and rearranged drum or percussive 60-120 second audio files that work together at one defined tempo. Also edited 120 second section of spoken problems word/speech interview that has been improved through removal of a series of problems.</p> <p>Work reflects faultless archiving and informed editing decisions.</p> <p>Presented files and a CD master of edits. Includes source, version titled and dated final edited files and reference copy of original audio files. Archived work onto external HD drive or DVD.</p>
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# Assignment 106 Digital sound editing

## Mark sheet

This form should be completed by the Assessor/Tutor and signed by the candidate.

Candidate name: \_\_\_\_\_ City & Guilds enrolment number: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Please allocate the following marks:

**Pass** = 1 mark

**Credit** = 2 marks

**Distinction** = 3 marks

Task	Evidence	Grade	Mark
A	Witness testimony, original recording and new edited files		
B	Witness testimony, original recording and new edited files		

Conversion chart	Total mark for all graded tasks	
Average grade:	Divided by the number of tasks	÷ 2
1 – 1.5 pass	Average mark for tasks	
1.6 – 2.5 credit	Overall grade	
2.6 – 3 distinction		

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor/Tutor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

External verifier signature \_\_\_\_\_ Date \_\_\_\_\_

# Assignment 107 MIDI and audio techniques

## Assignment composition

This assignment is based on Unit 107 of the Level 1 Certificate in Sound and Music Technology. It is made up of the following Learning outcomes and tasks.

<b>Learning outcome</b>	<b>Task</b>	<b>Evidence</b>
1 Set up a software audio/MIDI sequencing package to record and play back audio/MIDI tracks in sync	A (PS 1.1, 1.2, 1.3)	Sequencer project file, track sheet and evaluation
2 Explain the difference between the features available to audio and MIDI tracks	B (UK 2.1, 2.2)	Sequencer project file and evaluation
3 Record and mix down a combination of MIDI and audio materials	C (PS 3.1, 3.2, 3.3, 3.4)	Stereo wav file

### Key

PS = Practical skills

UK = Underpinning knowledge

A form for giving feedback to candidates – the Summary sheet – is included at the end of this assignment.

**Please note:** for task A of this assignment, tutors **must** arrange for a local musician to work with the candidates.

# Assignment 107    MIDI and audio techniques

## Tasks

In this set of tasks the candidate will use MIDI and audio sound sources together in the same projects.

### Task A    Synchronise MIDI and audio tracks

Candidates are required to make a basic track which synchronises together MIDI and live-recorded audio tracks. Candidates will record a live audio track alongside a click track. They will then record MIDI based tracks alongside the live recorded digital audio.

Candidates are required to complete the following process:

- a) Set up an audio/MIDI sequencer.
- b) Using a professional quality microphone and mixing desk, route a live microphone input to an audio track.
- c) Set up the MIDI/audio click.
- d) Set up the output of the sequencer in such a way that a MIDI or audio based click/metronome signal can be sent to a pair of headphones.
- e) Mic up the chosen instrument ensuring that there is a good recording level.
- f) Decide whether the musician (provided by your tutor) will hear their own live microphone part as well as the metronome signal in the headphones as they play along. Negotiate with the musician what speed the click/metronome should play back at. Adjust the speed to the tempo the musician is comfortable with.
- g) Record a section of rhythm or music which is between 1 and 2 minutes long. Listen back to the track. If the improvised music/rhythm is not well in time with the click/metronome delete the track and re-record. Repeat this process until satisfied with the music/rhythm.
- h) When the audio track is complete, set up a MIDI track and send it to a complimentary MIDI-based sound source.
- i) While listening back to the MIDI click and/or the live-recorded audio part, record-in some accompanying MIDI based audio.
- j) Balance the audio and MIDI tracks together.
- k) Ensure the sequencer project file is saved as <initials.surname.task A> and backed-up.
- l) Evaluate (in approximately 300 words) the way in which the musician's performance synchronised to the click track.
- m) Produce a record of recorded tracks (ie a track sheet).

### Task B    Edit MIDI and audio tracks

Candidates are required to edit both the audio and MIDI tracks from task A above.

Candidates are required to complete the following process:

- a) Identify a 15 second section from the MIDI tracks.
- b) Reduce the length of all notes to a semi quaver (16 value).
- c) Transpose the same notes up one octave (12 notes).
- d) On the audio track, identify two short sections of audio of approximately 10 seconds each in different sections of the track. Delete these sections.
- e) Ensure the sequencer project file is saved as <initials.surname.task B> and backed-up.
- f) Evaluate (in approximately 300 words) the differences between MIDI and audio data.
- g) Produce a record of recorded tracks (i.e. a track sheet).

### **Task C      Record and mix down MIDI and audio tracks**

Candidates are required to create a short second piece of sound/music which combines both live recorded microphone tracks with MIDI sound source tracks.

There must be a minimum of two audio and two MIDI based tracks.

Candidates can either play in MIDI data live or use the edit screens to enter data. The piece should be between 1 and 2 minutes in length.

Errors should be re-recorded or deleted.

Before the final mix down, candidates should make a balanced mix of all the different tracks.

The final mix must be rendered down to a single stereo wav file for submission.

# Assignment 107    MIDI and audio techniques

## Summary sheet

Candidate  
name:

City & Guilds  
enrolment number:

Centre  
name:

Centre number:

### Tutor/Assessor comments

.....

Candidate signature

Date

Assessor/Tutor  
signature

Date

Internal verifier  
signature  
(where applicable)

Date

# Assignment 107 MIDI and audio techniques

## Marking criteria

Task	Pass	Credit	Distinction
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	demonstrated understanding of the requirements and produced the minimum evidence required	demonstrated sound understanding of the task and provided clear and relevant evidence	demonstrated excellent understanding of the task with evidence of analysis and evaluation
	provided evidence which demonstrates knowledge relevant to the task	shown the use of a range of relevant sources/resources	critically evaluated a wide range of sources/resources which are clearly referenced
		presented the task well and in an organised and logical sequence	provided evidence which demonstrates a good breadth and depth of knowledge that has been used to good effect in the task
		demonstrated evidence of analysing research information	presented the task to a high level
		completed the task with minimal assistance	provided evidence of creative and original thoughts
			worked independently throughout
	<b>Examples of work submitted by a pass candidate</b>	<b>Examples of work submitted by a credit candidate</b>	<b>Examples of work submitted by a distinction candidate</b>
A	Set up audio tracks, MIDI Tracks and synchronisation between tracks. Demonstrated synchronisation and balancing between tracks. Track is between 1 and 2 minutes long. Evaluation shows basic understanding of timing issues.	Evaluation shows good understanding of timing issues.	Evaluation shows in-depth understanding of timing issues.
B	Selected 15 second section of MIDI track and reduced the length of all notes to a semi quaver. Transposed the same notes up one octave. Deleted two 10 second sections from the audio	Evaluation shows good understanding of the differences between MIDI and audio data.	Evaluation shows in-depth understanding of the differences between MIDI and audio data.

<b>Task</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>
	<b>The candidate needs to have:</b>	<b>The candidate needs to achieve everything at pass grade and:</b>	<b>The candidate needs to achieve everything at pass and credit grade and:</b>
	track. Evaluation shows basic understanding of the differences between MIDI and audio data.		
C	A minimum of two audio tracks and two MIDI tracks have been recorded. The track is between 1 and 2 minutes long. There only a few very minor errors in performance. A mix between tracks has been successfully achieved with only minor under or over balancing. A final wav file is submitted containing both the audio and MIDI tracks.	The performance of each part shows no errors. The mix is well balanced without exception.	The performance of the tracks is well integrated within the final mix. The final mix is balanced excellently in all respects.

Note: All points at each grade must be evidenced in order to achieve marks for grade, ie Task A: all pass criteria met and only one from credit, would result in a pass grade only. For distinctions all criteria must be met for each grade

# Assignment 107 MIDI and audio techniques

## Mark sheet

This form should be completed by the Assessor/Tutor and signed by the candidate.

Candidate name: \_\_\_\_\_ City & Guilds enrolment number: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Please allocate the following marks:

**Pass** = 1 mark

**Credit** = 2 marks

**Distinction** = 3 marks

Task	Evidence	Grade	Mark
A	Sequencer project file, track sheet and evaluation		
B	Sequencer project file and evaluation		
C	Stereo wav file		

<b>Conversion chart</b>  Average grade:  1 – 1.5 pass 1.6 – 2.5 credit 2.6 – 3 distinction	Total mark for all graded tasks	
	Divided by the number of tasks	÷ 3
	Average mark for tasks	
	Overall grade	

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor/Tutor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

External verifier signature \_\_\_\_\_ Date \_\_\_\_\_

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