

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

## Pearson Edexcel Level 3 GCE

Release: Wednesday 15 September 2021

Submission: Sunday 15 May 2022

Paper  
reference

**9MT0/01**

### Music Technology

Advanced

**COMPONENT 1: Recording**

**Logbook and authentication form**

**You must have:**

Audio files provided by Pearson on the website

Total Marks

### Instructions for Teachers

- The logbook and authentication form must be completed and presented for assessment along with the recording.
- Recordings must be submitted digitally in the format detailed in the Administrative Support Guide found on the Pearson website.
- Each candidate submission must be presented separately and this must be clearly marked with the paper reference, centre number, candidate name and candidate number.
- Centres must retain backup copies of all recordings and proprietary software files.
- All assessment materials must be sent to the examiner to arrive by 15 May 2022.

### Information for Candidates

- The total mark for this component is 48.
- Use black ink or ball-point pen.
- Complete the sections in the spaces provided. There may be more space than you need.
- Do not attach additional material.
- The sections in this booklet ask you for information which is essential for the examiner who assesses your work.
- If you do not complete the logbook and authentication form, your work may not be fully credited.

Turn over ►

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Pearson

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Insert a screenshot of your DAW arrange window.



P 7 2 9 5 8 A 0 3 1 6

Complete the track sheet below to illustrate your mix and processing decisions.

	Track 1	Track 2	Track 3	Track 4
<b>Instrument/ Voice</b>				
<b>EQ</b>				
<b>FX</b>				
<b>Dynamic processing</b>				
<b>Panning (L-R)</b>	○	○	○	○

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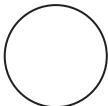
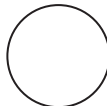
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	Track 5	Track 6	Track 7	Track 8
<b>Instrument/ Voice</b>				
<b>EQ</b>				
<b>FX</b>				
<b>Dynamic processing</b>				
<b>Panning (L-R)</b>				

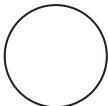
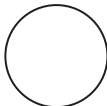
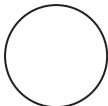
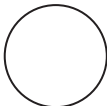


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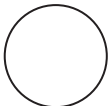
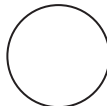
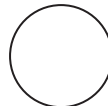
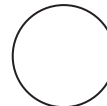
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<b>Instrument/ Voice</b>				
<b>EQ</b>				
<b>FX</b>				
<b>Dynamic processing</b>				
<b>Panning (L-R)</b>				



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	Track 13	Track 14	Track 15	Track 16
<b>Instrument/ Voice</b>				
<b>EQ</b>				
<b>FX</b>				
<b>Dynamic processing</b>				
<b>Panning (L-R)</b>				



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	Track 17	Track 18	Track 19	Track 20
<b>Instrument/ Voice</b>				
<b>EQ</b>				
<b>FX</b>				
<b>Dynamic processing</b>				
<b>Panning (L-R)</b>				

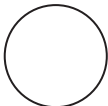
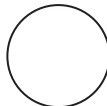
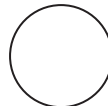




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	Track 21	Track 22	Track 23	Track 24
<b>Instrument/ Voice</b>				
<b>EQ</b>				
<b>FX</b>				
<b>Dynamic processing</b>				
<b>Panning (L-R)</b>				



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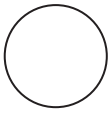
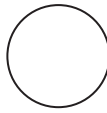
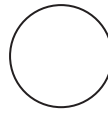
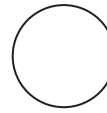
	Bus 1	Bus 2	Bus 3	Bus 4
<b>Instrument/ Voice</b>				
<b>EQ</b>				
<b>FX</b>				
<b>Dynamic processing</b>				
<b>Panning (L-R)</b>				



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	Bus 5	Bus 6	Bus 7	Output
<b>Instrument/ Voice</b>				
<b>EQ</b>				
<b>FX</b>				
<b>Dynamic processing</b>				
<b>Panning (L-R)</b>				



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## Assessment Grids – For Examiner Use Only

<b>Examiner Number</b>							
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<b>Date</b>				
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**Details of any omissions and subsequent action taken by the examiner**

AG1	Drum kit	Vocals	Other parts	Capture (drum kit, vocals, other parts) Use of microphones and DI to capture live performance
	0	0	0	No rewardable material; no live capture using microphones
Level 1	1	1	1	Limited success of capture; not
Level 2	2	2	2	Inconsistent capture; not
Level 3	3			Competent capture; not impact significantly on clarity
Level 4				Excellent capture throughout
Mark				<b>Total mark AG1</b>

Comments:

AG2	Drum kit	Vocals	Other parts	Editing – processing EQ (drum kit, vocals, other parts) Assessment of other parts must also consider distribution of frequencies across entire mix
	0	0	0	No rewardable material, including extreme uncontrolled variation in EQ in a number of places
Level 1	1	1	1	Limited success in shaping EQ; misjudgements detract from the overall mix throughout
Level 2	2	2	2	Inconsistent shaping of EQ; misjudgements occasionally detract from the overall mix
Level 3	3	3	3	Competent shaping of EQ; misjudgements do not impact significantly on the overall mix
Level 4	4	4	4	Excellent shaping of EQ throughout
Mark				<b>Total mark AG2</b>

Comments:

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**AG3**

	Drum kit	Vocals	Other parts	Editing – dynamic processing (drum kit, vocals and other parts) Assessment of other parts must also consider management of dynamics across the entire mix
	0	0	0	No rewardable material, including extreme uncontrolled variation in dynamics in a number of places
Level 1	1	1	1	Limited success in management of dynamics; misjudgements detract from the overall mix throughout
Level 2	2	2	2	Inconsistent management of dynamics; misjudgements occasionally detract from the overall mix
Level 3	3	3	3	Competent management of dynamics; misjudgements do not impact significantly on the overall mix
Level 4	4	4	4	Excellent management of dynamics throughout
Mark				<b>Total mark AG3</b>

Comments:

**AG4**

	Drum kit	Vocals	Other parts	Editing – use of effects, including ambience (drum kit, vocals, other parts) Assessment of other parts must also consider distribution of effects across entire mix
	0	0	0	No rewardable material, including extreme misjudgements in effects use in most parts
Level 1	1	1	1	Limited success in use of effects; misjudgements detract from the overall mix throughout
Level 2	2	2	2	Inconsistent use of effects; misjudgements occasionally detract from the success of the overall mix
Level 3	3	3	3	Competent use of effects; misjudgements do not impact significantly on the overall mix
Level 4	4	4	4	Excellent use of effects throughout
Mark				<b>Total mark AG4</b>

Comments:



**AG5****Marking instructions**

0 marks will be awarded if any additional audio, MIDI or virtual instruments are included in the mix or if any audio files provided by Pearson are substituted.

Level	Mark	Production – balance and blend
	0	No rewardable material, including extreme misjudgements in balance and blend in most parts; parts missing or inaudible
Level 1	1	Limited success with balance and blend; misjudgements detract from the overall mix
Level 2	2	Inconsistent balance and blend; misjudgements occasionally detract from the overall mix
Level 3	3	Competent balance and blend; misjudgements do not impact significantly on the overall mix
Level 4	4	Excellent balance and blend throughout
Mark		

Comments:

**AG6**

Level	Mark	Production – use of stereo
	0	No rewardable material, including completely mono submission or only one channel present
Level 1	1	Limited success in use of stereo; misjudgements detract from the overall mix throughout
Level 2	2	Inconsistent use of stereo; misjudgements occasionally detract from the overall mix
Level 3	3	Competent use of stereo; misjudgements do not impact significantly on the overall mix
Level 4	4	Excellent use of stereo throughout
Mark		

Comments:



# AG7

## Marking instructions

0 marks will be awarded if any additional audio, MIDI or virtual instruments are included in the mix or if any audio files provided by Pearson are substituted.

Level	Mark	Production – management of noise, distortion, master level and audio editing (including compiling, pitch correction, handling of fades, top and tail)
	0	No rewardable material
Level 1	1	Limited success in management of noise, distortion, master level and audio editing; misjudgements detract from the overall mix
Level 2	2	Inconsistent management of noise, distortion, master level and audio editing; misjudgements occasionally detract from the overall mix
Level 3	3	Competent management of noise, distortion, master level and audio editing; misjudgements do not impact significantly on the overall mix
Level 4	4	Excellent management of noise, distortion, master level and audio editing throughout
Mark		

Comments:

**TOTAL for Component (48)**

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**Teacher declaration**

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

<b>Teacher name:</b>			
<b>Teacher signed:</b>		<b>Date:</b>	
<b>Email address:</b>			

**Candidate declaration**

I certify that the work submitted for this assessment is my own. I understand that false declaration is a form of malpractice. This work has not been submitted for assessment for any other qualification.

<b>Candidate signed:</b>		<b>Date:</b>	
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Please present this completed form with the student's submission.

By signing the above declaration you agree to your work being used to support professional development, online support and training of both centre-assessors and Pearson examiners. If you have any concerns please email: [teachingmusic@pearson.com](mailto:teachingmusic@pearson.com)

