

Unit 14: Music Project – sample marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Indicative content

- Brief 1 – Creation-Composition (2-4 mins): learners will demonstrate the application of music creation skills and techniques through their use, control and manipulation of the musical elements i.e. melody, harmony, tonality, rhythm and structure with consideration as to the selection of instrumentation and timbre as appropriate to the intended style and requirements of the brief. References and inspiration will be taken from a specific song by at least one late artist either overtly or more subtly weaved into the composition.
- Brief 2 – Production-DAW (90s-2mins): learners will use the features of a DAW to produce a piece of music which references at least 3 late artists. They may use MIDI and/or audio musical material to create, edit, manipulate and build their work into an appropriate musical structure demonstrating use of effects, automation and expression before bouncing down to an audio file.

- Brief 3 – Production-Recording (2-4mins): learners will use recording equipment to produce a multi-tracked audio recording of a piece of music by one of the late artists. This is likely to be a cover version and will consist of at least 4 individually-captured audio tracks from performers, which are then mixed and mastered to produce a final bounced down audio file. Consideration needs to be made as to the quality of the raw audio of each track, the appropriateness of effects added and the balance of the tracks when mixed, to form the final product.

Assessment focus

Activity 1 – Creating a final music product

a) Application of skills and techniques

0	1–5	6–10	11–15	16–20
No rewardable material.	<ul style="list-style-type: none"> The final music product demonstrates a limited ability to control techniques and processes, and there are inconsistencies. The choice and handling of resources/instruments has limited impact on the final music product and there is inappropriate treatment of these aspects. The final music product demonstrates a limited technical and interpretative ability, with inconsistencies evident. The quality of the presentation of the final music product is limited and creates a lack of engagement with the final product. 	<ul style="list-style-type: none"> The final music product demonstrates an appropriate ability to control techniques and processes, with some consistency evident. The choice and handling of resources/instruments has partial impact on the final music product and these aspects have been handled appropriately most of the time. The final music product demonstrates a generally appropriate technical and interpretative ability, with a sense of consistency evident. The quality of the presentation of the final music product is generally adequate and creates a generally positive final product. 	<ul style="list-style-type: none"> The final music product demonstrates a competent ability to control techniques and processes, and it is mostly consistent. The choice and handling of resources/instruments has a clear impact on the final music product and these aspects have been handled appropriately throughout. The final music product demonstrates competent and effective technical and interpretative ability, with a sense of stability evident. The quality of the presentation of the final music product is clear and effective, creating a positive final product. 	<ul style="list-style-type: none"> The final music product demonstrates an assured ability to control techniques and processes, and there is complete consistency. The choice and handling of resources/instruments has a significant impact on the final music product and these aspects have been handled with assurance throughout. The final music product demonstrates a fluent and assured technical and interpretative ability, with a sense of security evident. The quality of the presentation of the final music product is refined and engaging, creating a striking final product.

Technical assessment focus				
Activity 1 – Creating a final music product				
b) Meeting the brief				
0	1–5	6–10	11–15	16–20
No rewardable material.	<ul style="list-style-type: none"> The final music product has limited connection to the brief and there are many missed opportunities. The final music product shows little consideration of the target audience and the end result is somewhat inappropriate. The final music product is simplistic, rather limited in scope and lacks ambition. 	<ul style="list-style-type: none"> The final music product has partial connections to some aspects of the brief and obvious opportunities have been explored. The final music product shows some consideration of the target audience and the end result is appropriate. The final music product is generally appropriate but somewhat basic in scope. 	<ul style="list-style-type: none"> The final music product has logical connections to most aspects of the brief and coherent opportunities have been explored. The final music product shows clear consideration of the target audience and the end result is coherent and valid. The final music product is competent, effective and broad in scope. 	<ul style="list-style-type: none"> The final music product has pertinent connections to all aspects of the brief and creative opportunities have been explored. The final music product shows a detailed consideration of the target audience and the end result is pertinent and rational. The final music product is successful, perceptive, creative and ambitious in scope.

Assessment focus**Activity 2 – Commentary: creative process**

0	1–5	6–10	11–15	16–20
	<ul style="list-style-type: none">• Demonstrates limited exploration of techniques and processes to develop a final music product to meet the brief, showing an inconsistent approach.• Demonstrates limited ability to make choices that support the realisation of a final music product that meets the brief and shows how insufficient possibilities have been explored.• Demonstrates a limited understanding of their creative process and thought processes are unclear.• Limited attempt to account for the creative process that presents evidence in an incomplete and inconsistent fashion.	<ul style="list-style-type: none">• Demonstrates basic exploration of techniques and processes to develop a final music product to meet the brief, showing a consistent approach.• Demonstrates generally appropriate ability to make choices that support the realisation of a final music product that meets the brief and shows how basic possibilities have been explored.• Demonstrates a basic understanding of their creative process showing some basic insight into thought processes.• Generally appropriate attempt to account for the creative process that presents evidence in a generally balanced fashion, with some minor inconsistencies.	<ul style="list-style-type: none">• Demonstrates competent exploration of techniques and processes to develop a final music product to meet the brief, showing a logical and coherent approach.• Demonstrates effective ability to make choices that support the realisation of a final music product that meets the brief and shows how logical and coherent possibilities have been explored.• Demonstrates a clear understanding of their creative process showing some logical insight into thought processes• Competent and clear attempt to account for the creative process that presents evidence in a balanced and logical fashion.	<ul style="list-style-type: none">• Demonstrates comprehensive exploration of techniques and processes to develop a final music product to meet the brief, showing a confident and assured approach.• Demonstrates considered ability to make choices that support the realisation of a final music product that meets the brief and shows how creative possibilities have been explored.• Demonstrates a comprehensive understanding of the creative process offering a clear and detailed insight into thought processes.• Considered and fluent attempt to account for the creative process that presents evidence in a concise and engaging fashion.