

Examiners' Report/ Lead Examiner Feedback

June 2014

NQF BTEC Level 1/Level 2 Firsts in
Music

Unit 1: The Music Industry (21512E)

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June 2014

Publications Code BF038217

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Introduction

This is a new examination with June 2014 being the first time that this paper has been sat. There were many positive attempts by learners with most attempting the majority of questions on the paper. Learners seemed prepared for the examination and it was noted that some centres had clearly used the Sample Assessment Materials to inform their preparations for the examination.

A number of exemplar responses have been included to show you examples of strong responses given by learners for some questions.

Section A

In this early part of the paper Q1, Q3 and Q5 were answered well by most learners. Many learners failed to answer Q2 correctly, however, with many selecting option B, 'Public Liability Insurance' instead of option D, 'A contract' when asked what a composer-arranger is advised to obtain before undertaking freelance work within the music industry. The role of the composer-arranger is much less likely to require public liability insurance than many other roles, particularly those in the performance area.

Q4 was correctly answered by around half the cohort. It may be helpful to ensure that learners are familiar with abbreviations such as 'MU' for Musicians Union, which are provided in the specification and in regular use within the industry

Q6 was attempted by most learners but the correct answer of 'publisher' was given by a small percentage only. Incorrect answers such as 'promoter', 'record label' or 'A&R' were common.

Q7 was accessible to most learners with two responses usually attempted. Common correct answers concerned the ease of booking, knowing a ticket was secured in advance and many variants relating to knowing the number of tickets sold and how this informed health and safety. Answers suggesting the ticket booking system would prevent people entering using fake tickets were quite common but incorrect.

7 Give **two** reasons why it is important for a venue to have a ticket booking system in place. 2 Q07

1 To know how many tickets have been sold.

2 To make it easy and clear for the customers to buy tickets.

(Total for Question 7 = 2 marks) 2

Q8 proved straightforward to the cohort with the correct answer being given in many cases.

8 What must a freelance or self-employed musician ensure they pay to the government? 1 Q08

tax

(Total for Question 8 = 1 mark) 1

In Q9 learners provided a range of answers in response to the question with 'CDs' or 'PRS' being the most common correct responses. Some learners missed the point about earning money after the date of the performance or production and incorrectly gave further performances as a response. Learners did need to mention PRS, or describe the mechanism, to obtain this mark. A response that suggested that simply being played on radio would generate income with no further detail or explanation was not sufficient for credit. Merchandising was not considered a correct response but learners who mentioned 'merchandising like CDs' were credited.

9 State **one** way in which performers, composers and producers can continue to earn money from their music after the date of performance or production. 1 Q09

earning PRS so they get paid
every time its played

(Total for Question 9 = 1 mark) 1

Learners showed a good understanding of marketing and promotion in Q10. 'More money' was a common correct answer along with responses concerning increased sales and increased fan base.

10 Give **two** benefits of a successful marketing or promotional campaign. 2 Q10

- 1 Help build a set image for an event/ or artist/ band that fits with the current industry trend
- 2 Promotional campaigns help build fan bases for artists/bands and allow them to gain popularity

(Total for Question 10 = 2 marks) 2

Q11 generated a good range of creative answers. Some learners did not clearly understand what a software package could do and others did not correctly interpret what was meant by 'an independent music producer'.

11 Give **two** reasons why an independent music producer would buy and use a music software package. 2 Q11

- 1 Makes it easier for him/her to produce the music.
- 2 Could ~~the~~ teach them further techniques.

(Total for Question 11 = 2 marks) 2

Q12 was not well answered. Most learners understood the term 'networking' only in reference to social media rather than the way intended in the Unit Specification and so were not able to access credit for their responses.

12 Give **two** advantages of networking within the music industry. 2 Q12

1 Youd know more people who can expand your
career

2 new oppitunaitys that the other person can
offer.

(Total for Question 12 = 2 marks) 2

Section B

Questions in this and the following section required learners to read a short brief setting out a scenario upon which the questions in the section were based. A smaller number of learners failed to read or comprehend the brief accurately leading to some incorrect responses. It is strongly recommended that centres advise their learners read these briefs carefully in the examination.

Q13a was a straightforward question that was easily accessible to most learners. It clearly tested their understanding of specific patterns of employment while not requiring a scripted response. Some candidates chose to draw many lines from each job role which was therefore incorrect as one 'best fit' answer per role was requested on the paper.

13b was well answered with a selection of answers from 'email', 'letter' and various online forms of communication such as Skype. SMS texting was not considered an appropriate form of communication under the circumstances given in the brief.

(b) When carrying out a commission for a client it can be beneficial to meet face-to-face.

Give **one** other appropriate form of initial communication with this client. (1) 1 Q13b

Vider conferencing.

13c is the first of several 'Explain' questions requiring an extended response. Many candidates were able to access 1 mark for Q13c but far fewer accessed the second mark in this question. In order to access both marks the learner needed to not just identify a reason but to support that reason with an explanation. Therefore a response such as "to confirm the details of the project" would score 1 mark but "to confirm the details of the project so the composer does not work on something wrong that has to be changed" would score 2 marks. Learners need to be aware of the expectations of the term 'explain' to fully access both marks in this type of question.

(c) Explain **one** reason why the composer-arranger would meet face-to-face with the client as early as possible in the project.

(2) 2 Q13c

so that the client and composer could discuss the different ideas together, they could share ideas for the music so that the composer won't make a completely useless piece of music for the client which then has to be

Total for Question 13 = 5 marks

5 done

Q14 was a 4 mark question requiring two 'explain' responses. Learners often responded thoughtfully to this question. Explanations of each point were required in order to access the full range of marks but although most learners attempted to identify a reason far fewer attempted an explanation. Incorrect responses sometimes came about through learners discussing non-musical factors such as costume and staging.

14 One factor in selecting and arranging material for the commission will be the choice of Christmas style music.

2 Q14-1

Explain **two** other factors that will affect the selection and arrangement of material for the advert.

1 Q14-2

1 Availability - will the song be available to be used in the advert because if the song wont be ~~used~~ available for a couple of months then we need to find a new song.

2 Ability to fuse with other songs - the song needs to be able to mix with ~~a~~ two other songs or else it will not sound right and people would not watch the christmas advert.

(Total for Question 14 = 4 marks) **3**

Q15 was one of two extended response questions in the paper and was worth 8 marks. This question was often the less well answered of the two. It was pleasing to find that most learners attempted an answer with 1 or 2 marks accessible to nearly all learners. Weaker responses often did not show a great breadth with learners repeating information given in the question which did not gain them any marks. These responses often just related to lack of time/ being rushed/ the end product therefore not being good/ being tired or over stressed with no further insight. Stronger learners mentioned rescheduling of musicians and studio time. Since this question required the learner to 'discuss', the higher marks were only available to learners who provided further detail and insight to their point. Interrelating points or following them through to various consequences were also indicators of a higher level response.

15 The client has discovered that in order to have their advert ready to release for Christmas, they must have completed it by July.

effects 7 Q15

Discuss the implications of the client reducing the deadline from 5 months to 3 months.

(dis)advantages

~~The effect~~ changing the deadline to an earlier date would effect the working pace of the employees, some employees may not be able to handle being put under pressure and feel rushed, causing the final copy of the music to not be as good as it could have been and may actually sound rushed.

Another ^{problem} thing that could effect the end copy would be hired workers: session musicians, producers, sound engineer, bookings

manager, all of these hired workers may have been booked in for certain dates and would have to find an earlier date and may not be able to if the dates needed were fully booked.

The date being changed could also cause an increase in cost as more workers within the industry may have to be hired to have the task completed on time. The ~~arr to employees~~ ^{workers} who have been booked in for certain dates could charge for

A small number of learners confused 'client' with composer-arranger which denied them credit to some otherwise useful responses.

Section C

The brief for Section C may have been more easily accessible to learners and generally responses were a little more confident than in Section B.

Most learners attempted 2 answers in Q16 with lighting/ sound hire companies being a popular choice. Credit was also given to 'promoters' and 'venues' but otherwise giving the name of a job role, eg 'sound technician' instead of an organisation did not gain credit.

16 Give **two** examples of organisations that lhan might work with when setting up a music festival.

1 *Logistics companies e.g. UPS to transport equipment.*

2 ~~Answer companies~~ *Unions to negotiate contracts with performers e.g. Musicians' Union.*

(Total for Question 16 = 2 marks) **2**

Q17 was well answered in the main with stronger learners securing both marks for this question. Weaker learners were more likely to get Lily's job wrong than Ethan's. A variety of answers were given for Ethan's job. 'Sound technician' or 'sound engineer' were both good responses but just 'engineer' or 'technician' was not enough to gain credit.

17 The local newspaper interviews two people who are involved in the music festival. Here are quotes from their interviews.

2 Q17

| Name | Quote |
|-------|--|
| Lily | I book the acts and work with local radio stations to ensure that the festival gets as much exposure as possible. My background? I trained in journalism and also play in a band. |
| Ethan | I check the sound and make sure that all of the equipment is wired correctly and supplied appropriately. My job is essential to the health and safety of musicians and crowds especially when there is wet weather, which there often is in the UK! |

Identify Lily and Ethan's job roles.

Lily

Promoter

Ethan

Live sound engineer

Q18 was not well answered. Most learners seemed confused or seemed not to notice the word 'monitor' in the question. Answers were often too vague for credit such as 'to make sure everything is working'. A broad interpretation of this role was allowed in the mark scheme with answers such as 'sound check' drawing credit.

18 Identify **one** responsibility of the live sound monitor technician. 1 Q18

ensure acts can hear themselves while performing.

(Total for Question 18 = 1 mark) 1

Q19 was another 4 mark question requiring a positive and negative factor to be identified and explained. A good number of learners were confused as to the role of a sponsor and although they recognised that this would bring in more money for the festival many went on to say that the money would have to be paid back. Simply identifying that there would be more money was not enough for credit. The majority of marks for the positive part of the question were given for responses concerning the raised profile due to sponsorship and the likelihood that therefore more people would attend. On the negative side there were good responses suggesting that the sponsor might take over the festival somewhat. A number of learners took the drinks company to be referring to alcohol and painted a bleak picture of riots and disorder which did not draw credit.

19 The council has been approached by a major drinks company who would like to sponsor the Urban Rockz Music Festival. 2 Q19P
2 Q19N

Explain **one** positive and **one** negative factor for the festival and the impact of working with a large sponsor.

Positive

There ~~is~~ ~~more~~ money will be more money, so they can have bigger stages, louder speakers, brighter lights and more people come to the event.

Negative

They need to have the drinks company's name everywhere. They need to have posters up, this might spoil the event.

4

The final question on the paper, Q20, was the second of the 8 mark extended response questions. Most learners attempted an answer and most who attempted managed to secure at least 1 mark. Learners often answered in bullet points for this question although it was more unusual for the very highest scoring responses to be formulated in this way.

The best responses were likely to detail a good number of relevant points and to discuss these points. Learners who simply listed relevant points were not able to access the higher Level 3 (7-8 marks) in this question. In order to gain the top marks, as per the level descriptors, learners were likely to have discussed the pros and cons of at least five or six key points or explored three or more points in more depth.

20 Ihman has the opportunity to stage the Urban Rockz Music Festival at either:

7 Q20

1. one large green site such as the town park with two stages
- or
2. multiple established smaller venues within the town centre area.

Evaluate the opportunities and challenges of these two options.

If Ihman goes with one large green site more people would be able to attend the festival and also they would be able to relax at the festival.

More people would be able to attend because a town park is big meaning more people can attend the festival. This is an advantage because all the acts would be witnessed by hundreds of people therefore promoting local talent. People would be able to relax because in a park you don't have to stand for hours on end because you can sit on the grass or lie down on the grass and listen listen listen to the music.

~~It would not be~~ On the otherhand if the festival festival is held at the town park it could be disturbed by the weather, a people could sneak in without paying for tickets and getting electrical equipment up and running could prove to be difficult.

The festival could be disturbed by rain which would not only ruin the day for the audience but could damage hired equipment. If the festival is held at in the town park the wide park cannot be supervised by security and so people can sneak in. It would be

difficult to set up electrical equipment because there are no outlets in a green space and so there would have to be generators which cause large amounts of noise and pollution.

If the man goes with multiple smaller venues across the town centre area there would be fewer disturbances from the weather and it would be easier for people to get to and be able to host a variety of music talent available. This is good for the festival because everyone is not crammed in one space but spread out across the city, there are lots of parking spaces and public transport options in the town centre and rain cannot get inside a building.

However people would have to stand up for hours and people may want to see more than one genre of music. This is bad for the festival because people might leave early if they get tired of standing around and if someone misses ^a another genre they ~~are~~ of music they wanted to see they may not be able to make it the next day.

(Total for Question 20 = 8 marks) 7

TOTAL FOR SECTION C = 17 MARKS
TOTAL FOR PAPER = 50 MARKS

There were a good number of creative responses to this question covering the expected range of key points.

Summary

Based on their performance in this paper, learners should:

- Be sure to read the briefs for section B and C carefully to avoid misunderstandings that might affect responses in the section
- Avoid giving multiple responses when only one response is required
- Understand that questions asking a learner to 'explain' require not just the identifying of a correct point but an explanation, for instance of the consequences of the point they are making
- Practice 'explain' answers to be familiar with expectations of future sessions
- Try to identify and explain as many relevant points as they are able in the 8 mark extended response questions.
- Continue to attempt all questions on the paper

Grade Boundaries

| Unit | Max Mark | D | M | P | L1 | U |
|-------------------------------------|----------|----|----|----|----|---|
| 21512E – Unit 1: The Music Industry | 50 | 39 | 30 | 22 | 14 | 0 |

External assessment

The suite of 'next generation' NOF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

What is a grade boundary?

A grade boundary is where we 'set' the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback).

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries - this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries ensures that a learner who receives a 'Distinction' grade next year, will have similar ability to a learner who has received an 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in externally assessed question papers

Each exam we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

Grade boundaries for all papers can be found here:

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