

# Examiners' Report/ Lead Examiner Feedback

January 2016

NQF BTEC Level 1/Level 2 Firsts in  
Music

Unit 1: The Music Industry (21512E)

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## General Comments

January 2016 is the fourth time that this paper has been presented for this qualification. The paper was well received by learners, showing evidence of having been well prepared by centres. Learners have demonstrated a growing confidence with this Unit, indicating that centres are developing a solid understanding of the Specification and the expectations of the examination.

Learners continue to approach the examination with confidence with the majority of learners attempting a response to all of the questions on the paper, including the two extended response questions.

Improvements are noted in the number of learners attempting to achieve both marks of the 'explain'-type questions on this paper and it is evident that many centres are preparing their learners well for these questions. This approach is, inevitably, leading to full marks being awarded more often and enabling learners to achieve their best overall mark. Further guidance on these questions will be offered in this document.

## Section A

The first five questions proved accessible to nearly all learners. **Questions 1-4** were usually correctly answered. **Question 5** was correct a little less often, with some learners not knowing that a performer would be best advised to as a manager for guidance before signing a contract.

**Question 6** was attempted by most learners, but a much smaller proportion of learners managed to get the correct answer of PPL. Other responses commonly offered included 'PRS' and 'MCPS', demonstrating that learners were on the right lines when asked to name an organisation, but often lacked the detailed understanding required to correctly attribute the correct one.

6	Name the organisation that licenses the use of recorded music played in public.	Q06	1
		PPL	
(Total for Question 6 = 1 mark)		Total	1

**Question 7** asks for one way a musician might select a quality supplier of live sound equipment. A range of correct answers were available and many learners were able to provide a plausible response. Popular responses included looking on the internet, reading reviews or asking a relevant person for advice. Some learners suggested that the musician might test out the equipment first which was a slightly different interpretation than expected but was, nevertheless, permitted as a valid response.

7 Give <b>one</b> way a musician might select a quality supplier of live sound equipment.	Q07	1
	Read reviews about different suppliers to see which one is best	
(Total for Question 7 = 1 mark)		Total 1

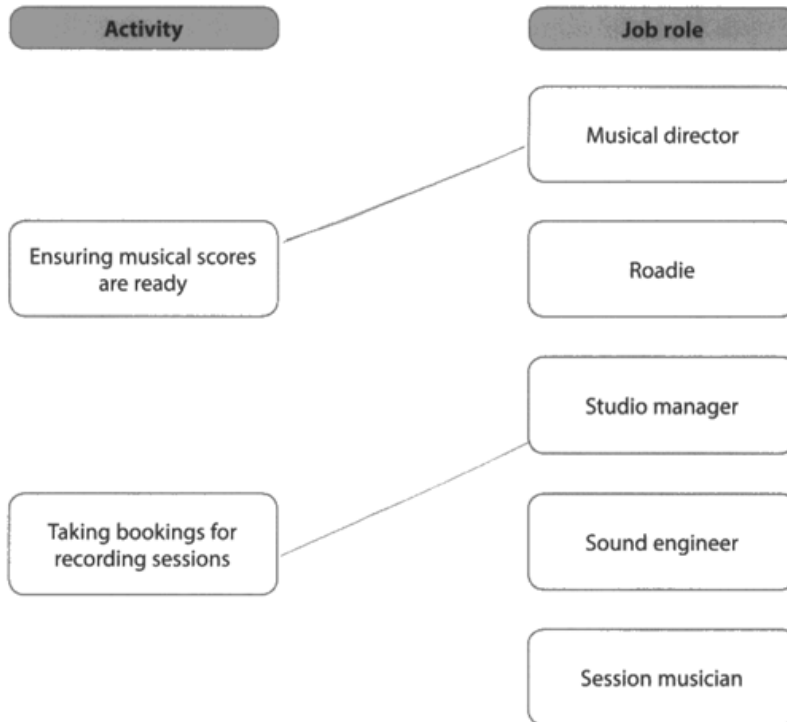
**Question 8** takes the form of a diagram where learners are required to connect up two boxes. This format has appeared in previous examinations so it is to be expected, although not required, that learners be familiar with this type of question. This particular question proved a little more challenging than previous iterations. Of the two given activities, the second, *"Taking bookings for recording sessions"* was answered correctly more often than *"Ensuring musical scores are ready"*. Learners seemed more familiar with the role of Studio Manager than of Musical Director. Job roles are an integral feature of Learning Aim B and it is equally likely that any of those included in the Specification may be tested in future examinations. Centres would be advised to ensure their learners are familiar with all the job roles featured in the Specification. Despite this kind of question occurring in previous examinations, it was disappointing to still see a number of learners opting to draw more than one line from the 'Activity' box to connect to more than one job role box per activity. It would certainly be worth encouraging all learners to read each question very carefully to check what is required. Learners who may be trying to hedge their bets should know that drawing more than one line where only one is required causes them to score zero.

8 The following are descriptions of activities that take place in a large professional recording studio.

Q08

2

Draw a line to connect each activity with the job role responsible.



(Total for Question 8 = 2 marks)

Total

2

**Question 9** asked the learner to identify two factors to consider when matching a touring orchestra to an appropriate venue. This question was well answered with most learners able to offer at least one sensible response. Higher level learners answered in a sentence and often explained their idea even though no extra marks were available for explanations in this question. Lower level learners provided one-word responses which did not always provide sufficient information for credit in this question. Popular responses to the question related to the size of the stage required and to accessibility for the orchestra as well as to suitable acoustics and relevant equipment that might be needed. Learners did not gain marks for offering factors that were unrelated to the scenario required by the question. For instance, a response relating to disabled access for the audience was not considered to be addressing the question sufficiently to attract any credit.

9 Identify **two** factors to consider when matching a touring orchestra to an appropriate venue. Q09 1

1 The venue has to be able to have enough space on the stage for the orchestra

2 The venue has to have a hall that makes the sound of the orchestra heard from the back of the hall and sound clear

(Total for Question 9 = 2 marks) Total 1

DO NOT WRITE IN THIS AREA

**Question 10** is a straight-forward job roles question where the learner was required to identify which job role included all the listed tasks. Most learners demonstrated a clear understanding of this particular job role by providing the correct response.

10 Identify the job role which involves: Q10 1

- sound checking
- adjusting sound levels
- ensuring microphones work correctly.

sound engineer

(Total for Question 10 = 1 mark) Total 1

DO NOT WRITE IN THIS AREA

**Question 11** also concerns job roles where two characters describe aspects of their job and the learner is required to identify the appropriate role for each. A reasonable number of learners managed to achieve at least one mark on this question, although fewer managed to get both correct. A query was raised as to whether 'recording the spoken links' in the question referred to physically making the recording or to being the person recorded. There is only one correct answer, that of Broadcaster, that fits with all aspects of the statement in the paper and this role is likely to include both the physical recording and the being recorded in any case. There was no evidence of learners being confused in this question by offering responses such as 'sound technician'.

DO NOT WRITE IN THIS AREA

11 Navya and Aiden are discussing their jobs at a media event. Below are quotes from their conversation.

Q11 2

Identify Navya and Aiden's job roles.

Quote	Job role
"...lots of my time is spent researching, then I get to select which music is played on the radio as well as recording the spoken links between tracks..."	Navya Radio Broadcaster
"...I have a website where I discuss new bands and artists. It means I go to a lot of gigs and then review the music and performances..."	Aiden Music Journalist

(Total for Question 11 = 2 marks) Total 2

**Question 12** was the first of the 'explain' question on the paper, requiring the learner to explain one way a union might support a guitar teacher. Although *Unions* is a significant section of the unit Specification it was clear that there were few learners who understood the scope of support offered by them and very good responses were rare. Responses that gained marks often discussed how a union might support a member in terms of advising on fair rates of pay or providing insurance. Access to the second mark was mostly limited to responses concerning possible support through legal action.

A significant number of learners suggested that a union might help the teacher with their lessons, in learning chords, in gaining students or by giving them money to buy equipment. These responses were clearly speculation on the part of the learner, suggesting they might not have been as well-equipped for the subject matter of this question as was expected.

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12 Explain **one** way a union might support a guitar teacher.

Q12 2

The union will give the teacher advice <sup>on money</sup> so that in the future he knows he is getting paid right.

(Total for Question 12 = 2 marks) Total 2

## Section B

Section B includes questions based on a scenario around a popular music venue called Convex and Calum, the venue manager.

**Question 13** asks learners to identify one function of the box office in a venue. Many learners understood the role of a box office and responses such as 'to sell tickets' were commonly given. There were a good number of learners that confused the box office with the sound/lighting booth leading to incorrect responses to do with controlling lighting or storing equipment.

<b>13</b> Sometimes Calum is required to work in <i>Convex's</i> box office.	Q13	1
Identify <b>one</b> function of the box office in a venue.		
Selling tickets		
(Total for Question 13 = 1 mark)	Total	1

**Question 14** required learners to identify two ways Calum could find musicians to perform gigs at his venue. A range of correct responses were available and learners responded well to this question. Common responses included advertising on the internet or website, putting up posters, holding an open mic night and visiting other venues who put on live music. This question required the learner to apply their knowledge to a given situation and many did so successfully in this case. Brevity was the cause for some learners to miss out on marks for this question. Some learners simply put 'advertise' as their response which was not specific enough to gain credit.

<b>14</b> Identify <b>two</b> ways Calum could find musicians to perform gigs at <i>Convex</i> .	Q14	2
1 Go to the local pubs <del>and</del> regularly in search of local performers		
2 Go online to websites such as soundcloud and find aspiring musicians as well as lesser known bands.		
(Total for Question 14 = 2 marks)	Total	2

**Question 15** relates to contracts, asking learners to explain one reason why it is important for a performer to have a contract with a venue. A few learners were able to demonstrate understanding of this subject, but many more were not clear on the role of contracts in this context. Good responses often referred to the need for both parties to be clear on the agreed rate of pay and other circumstances of the performance and explained that the contract would give the performer redress should the centre renege on the



deal. Often, though, learners suggested that having a contract meant that the performer could sue the venue in case of an accident which is not correct so did not draw credit. Others confused this contract with an employment contract for a job, suggesting that the contract guaranteed regular work.

**15** One of Calum's roles is to agree contracts with artists.

Explain **one** reason why it is important **for a performer** to have a contract with a venue.

Q15 2

So that they can both agree on what the performer should get payed so <sup>that</sup> there are no disputes at a later date

(Total for Question 15 = 2 marks) Total 2

DO NOT WRITE IN THIS AREA

**Question 16** is one of two four-mark questions on the paper. This question asks learners to explain two ways that venues ensure the health and safety of their audience. In order to get the full four marks, learners need to give two reasons, each with a related, valid explanation. This question was generally well answered by learners with a range of valid ideas put forward. Popular responses related to fire exits, the role of security staff and sound levels as well as some thoughtful responses detailing risk assessments. The second mark for related explanation was often accessible for those who remembered to include this in their response. For instance, a response such as *'to have numerous fire escapes so that the audience can leave quickly in case of a fire'* was a common way of achieving two marks. It was natural for learners to give explanations in this particular question which lead to a good number of marks being awarded.

Common incorrect responses included the suggestion that the police would be hired or would be on call for whenever needed. There were also various unrealistic preoccupations with food, drink and toilets, suggesting that venues would need to provide clean water and facilities in order to stop the spread of diseases. It was felt that these suggestions were a step too far away from realistic expectations of venues. Some learners suggested that drinking water be available to prevent possible dehydration and this was credited, however.

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16 Explain **two** ways venues, such as *Convex*, ensure the health and safety of the audience.

Q16 4

1 They make sure that the music is at the right level so it doesn't damage anyone's ears.

2 They make sure that the wires are tucked away or taped to the floor so that no-one trips.

(Total for Question 16 = 4 marks) Total 4

**Question 17** is one of two 8 mark questions on the paper which require an extended response. Both of these longer questions were well attempted by learners in this examination and nearly all managed a response. Evidence of planning was clear in many cases, demonstrating that centres are investing time and effort in guiding their learners so that they achieve the best marks they can in these questions.

Of those who attempted a response, most were able to gain at least two marks. Where marks were not gained it was usually due to learners straying from the question. Some learners spent time suggesting that Calum should move his venue to a different location, which was not a relevant response to the question. A few others wrote about the concerns for the venue, instead of addressing the concerns of local residents, with issues such as '*would they be able to sell tickets?*' Some learners often spent a significant portion of their response discussing health and safety issues, presumably since that was the subject of the previous question. These ideas did not often relate to valid concerns that the local residents might have and so rarely attracted any credit.

In general, though, learners understood the question and were able to come up with a wide range of relevant points to discuss. The most common point was noise from the venue. Most learners provided a solution to their stated problems, eg soundproof the building, leaving only a few presenting one-sided responses.

With both 8 mark questions, breadth of response often correlated with overall mark. A learner presenting 5-6 separate ideas was most likely to achieve around 3 marks in this examination whereas a learner presenting 15 or more ideas in a developed argument was likely to achieve the full 8 marks.

17 Some local residents are concerned about the potential negative impact Calum's new venue might create in the neighbourhood.

8 Q17

Discuss the concerns local residents might have with a live music venue and provide possible steps Calum might take to reassure them.

Some people may be concerned about the level of noise being produced in the venue. Calum could however ensure that all acts only run until a certain time. Moreover he could ensure that a reasonable noise level is never overstepped. This would mean that the residents would not be disturbed by the music.

They may also be concerned about an increased amount of night life which could include drunkenness and crime. He could limit the amount of drink people can purchase or ban it altogether. He could also make people pay a higher rate and because fewer people would then buy alcohol and the neighbours would not be disturbed.

The venue could bring more people into the area and this would put a strain on infrastructure such as roads and parking. To combat this Calum could build his

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own car park for use only by his customers. This would mean that the space for residents would not be taken up by venue goers. In addition it could put a strain <sup>on</sup> public transport and therefore the locals may not be able to use it. Callum could offer his own service such as a minibus to pick up some customers to reduce strain.

The venue performances may not be to the taste of the locals but this could be fixed by offering concerts for the locals tastes giving benefits to them.

(Total for Question 17 = 8 marks) **8**

## Section C

Section C includes questions based on a scenario around a metal band who are just starting out in their careers.

**Question 18** provided plenty of good answers from learners. Many learners proved familiar with the idea of promotional material and were able to offer reasons why the band might give it away for free. Common correct responses included raising awareness, encouraging attendance at future performances and encouraging future sales of music. Learners who failed to achieve any marks were more likely to do so by offering a rambling response that was not clearly correct rather than offering a wrong answer.

18 Identify **two** reasons why *Smile Kitty* would consider giving away promotional CDs for free. Q18 2

1 They could send record companies promotional packs with the CD to try and get a contract

2 Send it to friends or strangers and then ask them for feedback and what they thought.

(Total for Question 18 = 2 marks) Total 2

DO NOT WRITE IN THESE SPACES

**Question 19a** is the second of the two 4 mark questions. It asks learners to explain one positive and one negative factor for the band of playing a gig that is quite far away and which is not likely to be profitable financially. Learners should be reminded that simply copying down information from the question or the scenario will never result in credit as any such response is automatically discounted. Therefore, learners who gave such responses as *"there is only a small performance fee"* or *"the band would need to hire a van for the gig"* were not able to gain any credit for these responses since they are directly copied from the examination paper. In order to gain a mark, learners needed to interpret the given information and draw their own conclusion. A simple example would be *'there is only a small performance fee, so if the band have to hire a van they will lose out financially (1) so that they then have less money for equipment in the future.'* (1)

A number of learners missed out on marks for the negative factor because they suggested the band might not be able to afford to hire a van or find one in time. The question asks about factors concerning playing the gig, so the question of whether they will get there or not is not relevant. The intention was that the 'small performance fee' related to a small payment made to the band. However, some learners thought this meant that the band had to pay a small fee in order to play, thus taking this as an advantage, rather than a disadvantage. The mark scheme for this question was amended to accommodate this as it was seen as a valid assumption. Although this question drew more than its fair share of rather vague responses, including much repeating of the question before providing any relevant information, it was generally answered well by many learners.

**19** A last-minute opportunity arises for *Smile Kitty* to play at a popular city centre venue 200 miles away. The band would need to hire a van for the gig and there is only a small performance fee.

(a) Explain **one** positive and **one** negative factor for the band of playing the gig.

(4) Q19a

4

Positive

This would provide them with an increased chance of being noticed by a talent scout, giving them the chance to develop their musical career and make more money.

Negative

They may lose money if the travel costs more than the gig pays them, this could result in less money for the band to promote themselves.

**Question 19b** relates to a last-minute performance opportunity and asked learners to give two ways that the band might advertise their gig at short notice. Although many suggestions were offered, not all learners fully understood the implication of the *short notice* solutions to the problem as required in the question, instead suggesting ideas that would not be feasible for the band in the short term. Examples of responses that did not gain credit for this reason include anything to do with TV, hiring a promoter and advertising through posters. Correct responses often included fliers, social media, word of mouth or local radio.

Learners should be reminded that all parts of the question are important and that the question needs to be considered in its entirety to avoid a misinterpretation of the question that could cost marks.

(b) Give **two** ways *Smile Kitty* can promote this gig at short notice.

(2) Q19b

2

- 1 They could hand out flyers close to the venue.
- 2 They could advertise on social media such as twitter or facebook.

**Question 19c** is a straightforward question asking learners to identify a way that the band could make money at the gig aside from the performance fee. The majority of learners gave the correct response 'merchandise' to gain the one available mark. Others gave a fuller response relating to selling

CDs and T shirts. Some mentioned taking a cut of the box office or bar sales which was allowed for credit.

Although incorrect responses were less common, the main reason for learners failing to attract marks was due to learners not attending to the requirements of the question successfully. Learners gave a way of making money that was not *'at the gig'* as required by the question, for example, by getting more gigs in the future or by getting signed.

DO	(c) Identify <b>one</b> additional way the band could make money at the gig, <b>apart from the performance fee.</b>	(1)	Q19c	1
	Sell merchandise			

**Question 20** is the second of the longer, 8 mark questions. Again, this question was well attempted by learners and nearly all managed a response with evidence of planning clearly demonstrated in many cases.

The question asked learners to evaluate the opportunities and challenges for the band of hiring a large, well-known venue for a showcase gig. As for Question 17, the subject matter of this question proved accessible to most learners and nearly all gave some kind of creditable response. Many learners demonstrated excellent insight and were able to discuss the pros and cons with great thoughtfulness. As per Q17, breadth of response was often seen to correlate with overall mark, so a learner presenting 5-6 separate ideas was most likely to achieve around 3 marks whereas a learner presenting 15 or more ideas in a developed argument was likely to achieve the full 8 marks.

20 Smile Kitty is considering hiring a large, well-known venue for a showcase gig in the hope of attracting industry professionals as well as more fans.

8 Q20

Evaluate the opportunities and challenges of this idea for the band.

The venue may have a good reputation and this would mean that many people would be able to see the performance. This could increase the fan-base and also land them deals for other gigs.

On the other hand the venue may be very expensive and therefore they would have less money to spend on the free CDs and therefore a lesser fanbase may be built. Moreover the cost of the venue may not be rebuilt by the success especially if they cannot fill the venue.

The venue is large and therefore it's likely that many tickets can be sold and therefore a greater popularity can be earned. They however not fill the venue and therefore their reputation may be decreased because the venue may not make enough money.

They could get offered a contract with record labels and therefore may be



successful in the business and would easily profit despite the cost of the venue.

Equally many professionals may choose not to attend and therefore they will not be able to build the desired contacts.

They will have to create ~~the~~ a set which is of high quality and longer enough to showcase otherwise the ideal of hiring the large venue may be reversed as they may not perform well and will tarnish their reputation. By using a well known venue the standard expected may be higher and therefore people may not like their music.

(Total for Question 20 = 8 marks) **8**

## Summary

Based on their performance in this paper, learners should:

- Try to provide a response that is a suitable length for the space available on the paper. If the question only has one line in which the learner should write then a short answer is likely to be required. Writing a longer answer or hedging bets with several answers may lead to a score of zero. Along the same lines, if the paper has two or three lines provided for the learner then a single word response is less likely to be enough to gain full credit;
- Be sure to read each question as carefully as possible to avoid misinterpretations that can lead to irrelevant or uncreditworthy responses. All words in the question are likely to be relevant;
- Remember that no marks will ever be awarded for repeating text or information that is provided in the question paper, either in the question stem or the scenario;
- Continue to appreciate that questions asking them to 'explain' require not just the identification of a correct point but an explanation, for instance the consequences of the point they are making. As a suggestion, centres might encourage learners to consider the words '...so that..' in their response in 'explain' questions as it may help learners formulate a response that accesses both marks. For instance, in Q12, 'to advise on recommended rates of pay *so that* the teacher gets paid fairly for the work done.'
- Continue to avoid repeating the question text as an introductory sentence in questions. This will never result in any marks and just takes up valuable time and space on the paper. This issue is particularly relevant in the 8 mark questions but has made notable appearances in other questions in this series also;
- Try to identify and explain as many relevant points as they are able in the 8 mark extended response questions. Relating one point to another rather than just listing points is encouraged;
- Take care over handwriting. Illegible scripts were noted by examiners as a particular issue this series. Examiners cannot mark anything that they cannot read. Learners should attempt to write as clearly as possible. The 8 mark questions are particularly relevant to this point, especially, it seems, with higher level learners who may be in a rush to get down all their ideas;
- Continue to attempt all questions on the paper.

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