

# Examiners' Report/ Lead Examiner Feedback

June 2016

NQF BTEC Level 1/Level 2 Firsts in  
Music

Unit 1: The Music Industry (21512E)

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## General Comments

June 2016 was the fifth time that this paper was presented and it is clear that centres and learners have a good general understanding of expectations and are developing strategies to address the examination successfully. Once again the paper was well received by learners, showing evidence of having been well prepared by centres. Learners continue to demonstrate growing confidence with this Unit, indicating that centres are developing a solid understanding of the Specification and the expectations of the examination.

Learner confidence on this paper is demonstrated in the way that the majority of learners attempt a response to all of the questions on the paper, including the two extended response questions. There were very few instances where a good attempt was not made on these longer items.

## Section A

The first five questions, as in previous papers, are multiple choice. Of the five, Q3 was answered correctly less often than the others. Some learners opted for '*Music Producers Guild*' as the correct response and others selected '*National Insurance*'. The correct answer was PRS for Music. Learners have proved to have a good knowledge of this organisation in previous papers but their services in relation to the role of Composer were clearly less well understood.

The remaining questions of this type, Q1, Q2, Q4 and Q5 were all answered very well by most learners.

Question 6 was attempted by most learners but a much smaller proportion of learners managed to get the correct answer of Venue Manager. This job role and the related tasks relate directly to the Specification but many learners did not seem familiar with the role. Many guesses were presented which addressed one or other of the bullet points in the question. Some type of manager was commonly mentioned but Venue Manager was not often given as an answer.

Learners are encouraged to familiarise themselves with details of all the job roles given in the Specification as these are bound to be relevant to future examinations.

<p><b>6</b> Identify the job role which:</p> <ul style="list-style-type: none"><li>• organises event security</li><li>• books events</li><li>• keeps licensing up to date.</li></ul> <p>..... Venue manager</p> <p>.....</p> <p>.....</p> <p style="text-align: right;"><b>(Total for Question 6 = 1 mark)</b></p>
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Question 7 requires learners to identify the type of organisation that arranges delivery of CDs to shops. The correct response was given by a good proportion of the cohort. The mark scheme allowed for distributor/distribution and also transport company/transportation. Distribution was the more commonly given correct response. Incorrect responses were often attempts at naming an organisation such as marketing company, PRS, PPL or publishing company.

7 Identify the type of organisation that arranges the delivery of CDs to a high street store to be sold.

Distribution

(Total for Question 7 = 1 mark)

Question 8 asks learners to give two responsibilities of a music producer. This question demonstrated that the role of the producer is not well understood. Although attempts were made in most cases, many learners did not manage to present a correct answer in this question. Common correct responses included mention of the artistic overview/ guiding the creative process, advising the artist in the studio and booking the recording studio. Many learners suggested the producer was involved in selling the music, publishing and releasing to shops, etc. Other responses were too vague for credit, missing any relevant creditable information. Further learners incorrectly attributed the roles of recording engineer or mastering engineer to the producer. This question proved more accessible to higher-level learners.

8 Give **two** responsibilities of a music producer.

1 Guide the overall sound of the music

2 Communicate and work with the artist

(Total for Question 8 = 2 marks)

Question 9 is the first of the 'explain'-type questions in this examination and tests understanding of the role undertaken by the organisation PPL. Many learners answered this question correctly. The most common correct response concerned PPL paying royalties to members as a result of their music being played in public and the full two marks were awarded in these cases. Learners who mentioned receiving payment but gave no further information were awarded one mark. No credit was awarded for specific mention of live performance as this is not the area covered by PPL. Learners who did not gain any marks in this question often incorrectly referred to issues of copyright or prevention of music being stolen in their

response. A good number of others suggested that PPL licensed a performer to be able to perform in public.

9 Explain **one** reason an artist should join PPL.

~~Phonographic Performance~~ An artist should join PPL because they would get royalties everytime their music is played at a supermarket. This would help them gain ~~more~~ none money from our product.

(Total for Question 9 = 2 marks)

Question 10 is a straight-forward question relating to the roles of front of house staff in the event of a fire. The question relates to the Health and Safety part of the specification and focuses the learner on the front of house area specifically. Therefore, learners who discussed helping the performers or other tasks relating to backstage did not gain any marks. This question proved very accessible to learners. The most common correct responses concerned showing the audience to the fire escapes, calling the emergency services and aiding in a swift but calm exit.

Some learners gave answers suggesting FOH staff should check there were enough fire extinguishers or make sure that fire exits were clear. These responses did not gain credit as it was deemed too late, by the time the fire had broken out, to be concerned with whether fire exits were clear or not. These responses did not represent relevant and realistic actions and so were not addressing the question sufficiently to be creditable.

A good number of learners gained at least one mark in this question, and often two marks were awarded.

10 Identify **two** responsibilities of front of house staff if a fire breaks out during a performance.

- 1 make sure the emergency services are called.
- 2 Get everyone out of the area / building safely.

(Total for Question 10 = 2 marks)

Question 11 did not prove to be a successful question. Learners were required to give one promotional way in which an A&R representative might be encouraged to attend an event. Expected correct responses included posters, flyers, free tickets or backstage passes, etc. Posters and flyers were sometimes mentioned by learners although social media was the most popular correct response. However, a significant number of learners appeared to misinterpret the question, giving a reason *why* A&R might

attend rather than how they could be encouraged to do so. It was not uncommon to see responses along the lines of "they might want to attend an event to find new, fresh talent for their record label."

11 Give **one** promotional way in which an A&R representative might be encouraged to attend an event.

You could give them free tickets, for the next Concert.

(Total for Question 11 = 1 mark)

Question 12 is another 'explain' question where two marks are available – one for a correct initial statement and the other for a consequence/ explanation of that initial statement. The example given here was commonly seen and is a good illustration of this point. The correct initial statement is first given – 'that the business will be advertised at the event.' The consequence of this, therefore, is 'that more people may be interested in the business hence the business could get more customers'.

12 Explain **one** reason why a business might choose to fund an event.

Because then if someone who goes to that event and sees the advertisement they might be interested in calling them and the business will get more customers.

(Total for Question 12 = 2 marks)

TOTAL FOR SECTION A = 16 MARKS

The most common incorrect answer was that the business would take a cut of ticket sales or make money directly from the event through non-specified means. This was not considered a realistic scenario and no marks were awarded for responses along these lines.

## Section B

Section B includes questions based on a scenario concerning a promoter called Ray promoting a concert for local composer Tiggy.

Question 13 asks for two factors that Ray needs to consider when matching an act to a venue. Possible correct responses included location, accessibility, size of the venue in relation to potential audience size, genre, staging or acoustic requirements and availability or cost of the venue. A range of responses were offered by learners covering most of the potential responses on the mark scheme. This is an area of the Specification with which the learners seem comfortable and it was uncommon to score zero on this

question. Those who did not gain marks offered a range of responses that were not relevant rather than one or two particular errors.

13 Give **two** factors Ray needs to consider when matching an act to a venue.

- 1 The act size vs the venue size (e.g not matching a small, undiscovered act to a large venue).
- 2 The genre of music, & to the venue - e.g not ~~small~~ intimate jazz bands in a stadium).

(Total for Question 13 = 2 marks)

Question 14a was often not well answered. The main reason for this was the requirement for learners to name a relevant organisation with which Ray might work when promoting the concert. If learners named an individual job role they were therefore not correctly addressing the question and so were not able to gain credit. 'Promotion' was quite commonly offered as a response. This is not correct as Ray is a promoter and therefore would not be likely to work with another promotion company. In any case 'promoting' is in the question and marks will never be awarded for repeating material that is in the question.

14 Ray works with the venue before the concert.

- (a) Identify **one** additional organisation Ray might work with in promoting this concert.

(1)

Marketing

The example above is a correct response. Other commonly given correct answers included local council or local media such as radio, TV or newspapers. 'Broadcaster' was allowed since it can refer to both the individual role and the organisation.

Question 14b asks the learner to outline two reasons why social media might be a preferred method for promoting the concert. The example below demonstrates three common correct responses: that social media can access a large number of people; it is easier; and it is cheaper, than traditional print-based methods or similar.

(b) Give **two** reasons why Ray might choose to promote the concert using social media.

- 1 Because on social media, it will be seen by a lot of people.
- 2 Because it is easier and cheaper than physical adverts e.g: posters, flyers

(Total for Question 14 = 3 marks)

Other good points that were often made included the wide, possibly international, area that social media is able to access, and the ability to check out and share information.

Learners seemed well-versed in the subject matter of this question. Failure to gain a mark on this question was usually due to a misunderstanding of the nuances of the question e.g. giving the same answer twice in two different ways, or the response being phrased in a way that did not provide creditable information clearly enough. A few learners simply gave reasons why Ray would even promote the concert, rather than giving a response that was specific to social media.

Questions 15 is one of two four-mark questions on the paper. This question asks learners to explain one advantage and one disadvantage of Tiggy undertaking her own promotion on top of that already being undertaken by Ray. Not all learners appreciated the important point in the question related to *extra* promotion by Tiggy. Those that missed this point offered 'saving money' as an advantage which is not correct when it is understood that this promotion is additional. In fact, the cost of doing the extra promotion was a commonly suggested correct disadvantage.

The most common correct advantage was that extra promotion would increase the number of people likely to view an advertisement. For the second mark, the most common correct consequence of this point was that more tickets would be sold leading to Tiggy making more money. This point is illustrated below together with the most common correct disadvantage given – that it will take Tiggy valuable time to do her own promotion. A possible consequence of this is that therefore Tiggy will be less prepared than she should be.

**15** Tiggy is considering doing her own additional promotion for the concert.

Explain **one** advantage and **one** disadvantage of Tiggy doing her own additional promotion.

Advantage

She will be promoting to more people overall. As Ray will be promoting to people, and so will Tiggy. Meaning more people may attend the concert.

Disadvantage

She will have to <sup>make</sup> ~~make~~ room for ~~the~~ time to promote. Meaning she will have less time to do other things, like rehearse for the concert.

(Total for Question 15 = 4 marks)

A few learners suggested that doing her own promotion would have Tiggy seen as a shameless self-promoter and therefore on-one would want to attend her concert. This was not deemed creditable.



Q16 is one of two 8 mark questions on the paper which require an extended response. Both of these longer questions were again 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 continuing to invest 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, many were able to gain at least two marks. Marks of 3 or 4 were common and the higher marks of 5 and 6 were easily accessible to learners who were prepared to discuss as many pros and cons of both employment models as possible. As in previous years, the marks of 7 and 8 were awarded less often but were well within the scope of those learners who were able to offer a more discursive response that explored the options in more depth, demonstrating a full understanding of the related issues.

An example of a response that scored the full 8 marks is given below.

16 Freelance artists such as Tiggy typically earn money from several different sources. Discuss the implications of freelance employment compared to a full-time job at an established company.

A freelance employment is a type of employment where you work for yourself and not have a superior as in most other jobs. Your work schedule can vary depending on your activities and how you feel about work. You work on your rules and use your own method of doing things. This sounds like an ideal occupation but if there come with a downside. These include: Insecure can't be such things as paid leave or still being paid whilst you have to look after a child. If you don't work then there is no money. It's also a more casual form of employment. This means you work to your own rules but there will never be guaranteed work. A full-time job at an established company means you will have a certain amount of work needed to be done within a week/month. The main benefit of a full-time

It would be the fact that there will be a steady income at the end of every week/month unlike with a freelance employment. There might be weeks or even months without any work which means no income. Another huge perk from working full-time would be a pension. This is a system where you still get monthly payments after you have retired; this is not possible for a freelancer because there is no one to pay to you. Of course these are also things that can only be found in full-time employment that can benefit you greatly e.g. paid leave/holidays, pay for school/public holidays and insurance which will be make sure that if anything happens you will receive the sufficient funds to assist you e.g. money for surgery (NHS) or if damage happens to your property/possession.

(Total for Question 16 = 8 marks)

TOTAL FOR SECTION B = 17 MARKS

Many learners demonstrated understanding of the nature of freelance employment. Discussions relating to creative freedom, control over schedules and sporadic pay patterns were commonly seen along with the alternative related scenarios of the established company option. Many learners gave credible accounts of these two options with effective comparisons between the two and a considered evaluation.

One area that learners often discussed, but failed to gain credit for, was money. It was often suggested that the full-time job would pay more (because it was full-time.) Higher level learners appreciated that freelance employment had no guarantees but did have the potential to earn more than the company job.

Learners also often said that freelance employment meant more free time, where in reality this may be quite the opposite, so this was not awarded credit. Many learners did discuss sick pay, pensions, contracts, taxes and

the advantages of flexible working providing, on the whole, a very good account of their understanding of this area.

### Section C

Section C includes questions based on a scenario around a rock band who are looking to go on tour.

Question 17 proved an accessible question for learners.

17 Give **one** responsibility of a roadie at a venue.

Set up all the band equipment

(Total for Question 17 = 1 mark)

Where marks were not awarded, it was usually because the learner had not picked up on the 'at a venue' part of the question. This part of the question means that any tasks relating to getting equipment to the venue were not creditable. A correct answer needed to be a task undertaken by a roadie from the point of having arrived at the venue onward. Therefore responses relating to transporting equipment to the venue were not credited. Unloading at the venue, carrying, setting up and testing equipment, rigging and de-rigging were all good responses.

Question 18a asks learners to come up with an advantage and a disadvantage for the band of playing gigs in pubs. Many learners showed good understanding of the situation and imagination in their responses.

18 Chaotic Black often play pub gigs.

(a) Give **one** advantage and **one** disadvantage for the band of performing gigs in pubs. (2)

Advantage

There is a market for it. Pubs are always looking for bands to play for them, so there'll always be an opening.

Disadvantage

They're just kind of background noise. Nobody ever really goes to the pub just to see the band. They'll never get big this way.

There are a range of correct responses available to learners and most of this range was explored by the cohort. Many appreciated the intimate atmosphere and the opportunity for the band of having somewhere to play their music to the public. It was also often appreciated that pub gigs did not pay well and that they were less likely to lead the band on to greater things.

Responses stating that pubs had poor quality sound equipment were not credited as it was considered not necessarily true. Credit was given to ideas relating to poor acoustics or potential lack of space, however.

Question 18b asks the learner to give two ways that a pub might prevent noise from the gig disturbing local residents. Many learners offered good responses to this question, with common answers including soundproofing, keeping doors and windows closed, installing a limiter and ensuring the performance did not go on too late. Answers that required the performers to compromise their performance were not considered realistic solutions to the question. Therefore ideas such as asking the band to perform an acoustic set or to play their gig without amps or to avoid using the drums were not credited. Responses that suggested turning down the amps to a reasonable level were credited, though, as it was considered that this would not compromise the overall performance. An example is shown below:

(b) Give **two** ways a pub could prevent noise from a *Chaotic Black* gig disturbing local residents. (2)

1. Monitor the sound levels within the venue & being careful they do not go over the limit
2. Sound proofing the venue

(Total for Question 18 = 4 marks)

Question 19 is the second of the two 4 mark questions. It asks learners to explain one advantage and one disadvantage for the band of buying onto a tour.

19 Explain **one** advantage and **one** disadvantage of *Chaotic Black* buying onto a tour.

Advantage

By doing this they would get more publicity and recognition which could lead to increased sales of the band's music.

Disadvantage

The tour could be expensive to buy onto and the band may not generate enough sales to make a profit.

(Total for Question 19 = 4 marks)

This question tested learner understanding of the concept of buying onto a tour with the highest marks going to those who appreciated how this might work for the band. The advantages given were often vague with unsupported mentions of 'publicity' which were not awarded without additional information being provided. However, an appreciation of the access to a larger audience/ increased fanbase and the potential benefits of this were good responses and often enabled learners to score the full two marks for the advantage section.

The disadvantage section was generally not answered as well. A few learners noted that the music of Chaotic Black may be at odds with that of the host band which might cause problems for the band, or that the audience for the host band may not be interested in the support band. Marks were most often awarded for saying that the tour would cost the band money which they might be unlikely to get back. Some learners suggested that the band would make money from ticket sales but this was not considered correct. Others got rather caught up with the issue of the band's transportation as mentioned in the scenario but this was not relevant to the question.

Question 20 is the second of the longer, 8 mark questions. Again, this question was well attempted by learners and nearly all managed to respond, there was a clearly structured response provided in many cases. Learners were required to evaluate the potential benefits of a manager, an agent or a stylist, providing a conclusion. Below is an example of a response that scored the full 8 marks.

20 Jeremy decides the band need help to take their career to the next level. He has contacted an agency who can offer him:

- a manager
- an agent
- a stylist

The band can only afford one of these three options.  
Evaluate each option for Chaotic Black.

A manager can provide them and gain gigs and events for them which will increase their fanbase to get known. This can also increase the chance of being signed by a contract which will gain them a larger crew where they will work with agents and agents. Managers will also keep them ready and rehearsed by finding the venues and studios/practice rooms. Managers will also keep the members interested and keep them from being bored. They keep track of instruments and money and even a show or new equipment. Agents talk to people to help gain more publicity. They talk to ~~people~~ businesses as well as managers to help get the advantage of more ~~exposure~~ exposure. Agents make the band more stylish and gain ~~exposure~~ exposure to help with selling merchandise and publicity for the band. Agents and managers both advertise them on social media as well as through posters, concerts, radio stations get them interviews. Stylists style the members creating a signature look that relates to them as well as their music. This keeps them on top of fashion and their image. Having a strong and interesting image can create more popularity and which will help to ~~with~~ increasing their fanbase. This also keeps them looking ready for every show which is something that gets more appealing. Unfortunately with a stylist they wouldn't be able to manage the band and advertise them. They can however make it possible for them to be noticed by the right way. This means they'll be playing to an audience in an area that relate to them and their music. This gains more exposure as the people are more likely going to enjoy a band with the same style as themselves. This could lead to them being advertised themselves without needing a manager or an agent to advertise for them to get them known. Agents create articles and give general shout outs to newspapers, adverts, radio stations. Both managers and agents work to increase the excitement and popularity of the band/artist as well as trying to boost sales and merchandise to gain more money for the band. More money increases a better chance of playing at larger venues to a larger audience and creating a larger crew of people to work with which can increase their stage and albums, equipment, fanbase etc. Greatly Managers also keep themselves to date and jibe all of fan expectations but all benefit them.

(Total for Question 20 = 8 marks)

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

Most learners presented their response in four paragraphs – one for each of the job roles and a final conclusion. In addressing a little about each job role learners sometimes failed to provide as much detail as they might on each which then reduced the marks available to them. A few went back and

added more to their answer but often blank space was left on the page. Learners knew most about the role of manager and tended to write more about this job role than either of the others. The role of agent was often not well understood and therefore was sometimes attributed a diverse range of incorrect tasks. The stylist was nobody's final choice when concluding, but better marks went to those who still considered the potential benefits and importance of appearance in marketing a band. Some learners dismissed the stylist option in one sentence without any evaluation which therefore reduced the marks available.

The higher marks of 6, 7 and 8 were awarded to learners who provided an explanation of 2-3 points for each job role along with a reasoned conclusion. A sentence such as, *'An agent will find the band gigs which will earn them money that they can use to further their career as well as increase their exposure thus gaining more fans'*, is an example of an explained point typically found in responses that gain 7 or 8 marks. A list of benefits with no explanation was not enough to qualify for the 7-8 mark level descriptors.

## Summary

Based on their performance in this paper, learners should:

- 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 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;
- Familiarise themselves with all the job roles found in the Specification;
- 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 advertise the business so that more people may be encouraged to become customers.'*
- Continue to avoid reproducing 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.
- 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 again 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 and make amendments using a key.

- Continue to attempt all questions on the paper.

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