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Examiners' Report/
Lead Examiner Feedback

Summer 2017

NQF BTEC Level 1/Level 2 Firsts in Music
Unit 1: The Music Industry (21512E)

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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 and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment 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 for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

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Unit 1: The Music Industry (21512E)

Grade	Unclassified	Level 2			
		L1	P	M	D
Boundary Mark	0	18	26	34	42

Introduction

This paper has been presented for a number of years now and it is clear that Centres and learners are comfortable with the expectations of the examination. A sound understanding of expectations continues to be demonstrated and established strategies to address the examination successfully are evident. Once again the paper was well received by learners, showing evidence of having been well prepared by centres. Learners address the Unit with confidence, indicating that many centres are understanding the expectations of the examination.

Introduction to the Overall Performance of the Unit

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 hardly any instances where a good attempt was not made on these longer items or indeed an attempt not made to address all items on the paper. Learners also demonstrate increasing awareness of required examination technique for this paper.

Individual Questions

Section A

The first five questions, as in previous papers, are multiple choice worth 1 mark each. Q2, Q3 and Q4 were answered correctly by most learners. These concern an independent record label, the responsibilities of a venue manager and the role of a transport company to move equipment for a tour.

Q1 and Q5 were answered correctly by a smaller percentage of around half the cohort. Q1 asks about the role of a music producer with the correct answer of 'liaising between creative partners'. This is a less obvious role for a producer and, as such, may have been less familiar to learners. Q5 asks learners to identify the union that provides support for sound and lighting technicians, the correct response being 'PLASA'.

Q6 is a straight-forward question on the role of unions. Learners gained credit for 'MU' or 'Musician's Union'. Just under half of the cohort gained the mark in this question. The most common incorrect response was 'union' which was not considered specific enough for credit. The example below shows a correct response. This learner has actually given MU and Musicians Union in their answer, although either one would have been enough for the 1 mark.

- 6 Name the organisation that provides support and guidance to musicians, composers and instrumental teachers.

MU (musicians union)

1 mark

Learners giving the answer 'music union', as shown below, did not gain credit, since this is taken to be an unspecific response, ie it could mean any of a number of available music-related unions, rather than the specific named union required.

6 Name the organisation that provides support and guidance to musicians, composers and instrumental teachers.

MUSIC UNION

1 mark

Q7 requires learners to identify the job role that involves writing articles about music for publication. There were a number of correct responses available to learners, the most common of which included journalist, reporter and blogger. An example gaining the full 1 mark is shown below. Some learners suggested marketing director or publicist, which were also credited.

7 Identify the job role that involves writing articles about music for publication.

MUSIC Journalist

1 mark

Where learners failed to gain credit, they were often wide of the mark on this question with answers such as 'manager'. Below is an example of a response that scored zero. This learner is along the right lines with 'marketing', but has specified a company, rather than identifying a specific job role as required by the question.

7 Identify the job role that involves writing articles about music for publication.

marketing company

1 mark

Q8 asks learners to identify the job role that provides backline technical support for a band. This phrase is taken directly from the Specification under the job role of 'roadie'. Only about a quarter of learners gave a correct response to this question, with credible answers also including instrumental technician, guitar tech and live sound technician. An example that scored the full 1 mark is given here.

8 Identify the job role that provides backline technical support for a band.

Roadie

1 mark

Responses that did not gain credit were often sensible attempts, such as sound technician or sound engineer, as illustrated below. Both of these answers were not considered specific enough to gain any marks. Learners and centres are reminded that the whole of the Specification should be tested over time and therefore all areas are likely to feature in examinations at some point.

8 Identify the job role that provides backline technical support for a band.

Sound Engineer

1 mark

Q9 concerns marketing and promotion, asking learners to identify two products that an artist might give away for free to promote a performance. An example of 'CDs' is given in the question, therefore this particular response was not creditable. Learners could gain a maximum of 1 mark for any one specific item of merchandise, for example t-shirt, key ring, hat, etc. Alternatively, 'merchandise' was also considered creditable for this one mark. Other common correct responses included tickets or backstage passes or posters. An example of a response that scores the full 2 marks is given below.

9 Artists sometimes give away promotional CDs.
Identify **two** other products that an artist might give away for free to promote a performance.

1 Merchandise (e.g. Shirts, wristbands)

2 Free tickets.

2 marks

A few learners gave two different items of merchandise as their two answers but this only gained 1 mark since merchandise as a whole was considered one single possible answer. Occasionally learners provided a method of advertising, such as busking, which did not fulfil the requirements of the question. The example below scored no marks. The learner here has given reasons why the band might choose to advertise rather than how they might advertise themselves.

9 Artists sometimes give away promotional CDs.
Identify **two** other products that an artist might give away for free to promote a performance.

1 So they have a taste of what to expect at the performance

2 to advertise themselves

2 marks

Overall, this question proved accessible to most learners, with a good range of convincing responses.

Q10 asks for two ways a promoter might market an event to local residents. A good number of potential correct answers were available to learners who responded with a range of responses. Popular answers included local newspapers and radio, flyers or leaflets as well as advertising on social media and word of mouth. The example here gained the full 2 marks, one for social media and one for posters.

10 Identify **two** ways a promoter might market an event to local residents.

1 post on a social media website like facebook

2 put up posters in the local area for local residents to see

3 marks

Credit was not awarded in this question for 'online' as this was not considered specific enough, however, 'social media' or mention of specific relevant websites were fine for a mark. In the example below, the learner did not gain any marks as they have given reasons why the event might be promoted, rather than how.

10 Identify **two** ways a promoter might market an event to local residents.

1 more promotion for the artists

2 more publicity.

2 marks

Overall, this question was answered correctly by most learners with the full 2 marks often awarded.

Q11 concerns risk assessments and asks for one reason why a venue needs one. This 'explain' question requires learners to identify a valid reason and then provide a consequence of that reason by way of explanation. A few learners were able to gain the full 2 marks for this question as illustrated in the example below:

11 Explain **one** reason why a venue needs a risk assessment.

so that the venue manager can identify any possible risks and try to prevent or lower these risks if possible.

2 marks

Here, the learner has given the valid reason that the venue manager can identify risks, followed by the consequence – so that those risks can be prevented or lowered.

Responses such as these made it very clear that these learners fully understood the purpose of a risk assessment. Many learners, however, were not as sure as to the purpose, providing responses that were often more tentative. A good number of learners were able to gain one of the available two marks with a reason relating to health and safety or ensuring the safety of the public and performers. Some learners, as illustrated below, suggested that having a risk assessment prevented specific accidents occurring.

11 Explain **one** reason why a venue needs a risk assessment.

So that nothing can go wrong on the day of the venue

2 marks

These responses were not credited. Another incorrect response included the suggestion that having a risk assessment would prevent litigation when an accident occurred.

Q12, the final question in the first section, concerns casual labour. Learners were given the example of a hotel hosting a monthly music event and asked to explain why casual staff might be an appropriate choice for the venue. This question was often not very well answered by learners as many did not seem familiar with the term 'casual staff'. A few, such as in the example here which gained 2 marks, understood the implications of hiring casual staff and applied these correctly to the situation. The valid reason given here is that the staff are only required once a month and with no fixed contract, ie infrequently, with the consequence – that therefore this will cost less for the hotel.

12 A hotel hosts a music event once a month.

Explain **one** reason why casual staff may be employed for the event.

Casual staff may be hired as they will do the same work but only once a month with no fixed contract, therefore no pension and less money spent for the hotel.

2 marks

A good number of learners failed to respond to the 'casual staff' part of the question, instead providing suggestions as to why the venue might hire more staff. These responses were not considered correct as they did not accurately respond to the question. Other learners, as illustrated below, misunderstood the meaning of the word 'casual', suggesting that they would put customers at ease with their relaxed manners or way of dressing. These responses did not gain credit.

12 A hotel hosts a music event once a month.

Explain **one** reason why casual staff may be employed for the event.

So it's a more laid back event and so people feel more comfortable and ~~then~~ relaxed as it's casual.

2 marks

Section B

Section B questions all relate to the scenario in Brief A concerning Suki, who runs her own recording studio.

Q13 is a 3-mark question asking for one responsibility of each of the following studio job roles: studio manager, recording engineer and mastering engineer. Learners gained an average of 2 out of the available 3 marks on this question, providing a successful answer to the first two job roles most often. Most correct responses for the studio manager role concerned making bookings, as illustrated in this example below. The role of recording engineer gained credit most often for responses concerning making a recording of the artist. The learner in the example has chosen the setting up of the equipment in readiness for a recording session.

Far fewer learners gained the mark for mastering engineer with only few being able to offer a response concerning producing a finalised master or optimising for a range of formats as shown here. Most learners made an attempt to answer this part, often proposing mixing or editing tasks that were not relevant. Some learners suggested that the mastering engineer was some kind of super-engineer who checked the work of the other engineers.

Learners should be reminded that credit is never given for information provided in the question, therefore a response of 'manages the studio' for studio manager would not gain any credit.

Below is an example of a learner who managed to gain the full 3 marks for this question.

13 Suki covers several job roles in her business.
Identify **one** responsibility for each of these job roles.

Studio manager
Schedule recording times

Recording engineer
Choose appropriate microphones and equipment

Mastering engineer
Prepare audio in correct format, e.g.
MP3

3 marks

The following example, however, scored 1 mark only. No marks were awarded for the studio manager or the mastering engineer answers. 1 mark was allowed for the recording engineer making sure the equipment was working.

13 Suki covers several job roles in her business.

Identify **one** responsibility for each of these job roles.

Studio manager

Organises gigs

Recording engineer

Make sure all recording equipment is safe and working

Mastering engineer

Makes sure all equipment is working.

3 marks

Q14a asks learners to give one advantage and one disadvantage for Suki of upgrading her studio equipment.

This question was well answered, with the majority of learners gaining the full 2 marks. The most common responses for the advantage related to potential improved quality or efficiency. This example, gaining the full 2 marks, gives the advantage as improving the quality of recording. The second sentence, suggesting that more customers might be attracted, is also a good answer which could have gained 1 mark had the mark not already been awarded in the first sentence.

The most common responses for the disadvantage usually related to the cost implication, as illustrated below, or the difficulties of learning new software.

14 Suki's recording equipment is a few years old so she is considering an upgrade.

(a) Give **one** advantage and **one** disadvantage of upgrading studio equipment.

(2)

Advantage

This will improve the quality of her recording.
This may even attract more customers.

Disadvantage

This could cost a lot of money as new studio equipment is expensive.

2 marks

Learners were not awarded a mark for advantages such as 'newer', 'up-to-date' or 'more modern' as, without further clarification, these are not considered to necessarily be advantages. Similarly, 'better', without further explanation, was not credited. New equipment is not necessarily 'better' than older equipment. 'Sounds better' was allowed for the mark. The example below gained one of the two available marks. The given advantage is not considered creditable but the disadvantage gains 1 mark.

14 Suki's recording equipment is a few years old so she is considering an upgrade.

(a) Give **one** advantage and **one** disadvantage of upgrading studio equipment.

(2)

Advantage

The studio equipment will be much better

Disadvantage

Cost a lot of money

2 marks

Q14b is one of two 4 mark 'explain'-type questions in this examination. Learners are required to explain one positive and one negative factor of Suki employing a specialist engineer to install her new equipment. Each of the factors can gain 2 marks to give the total of 4 marks. For each factor, one mark is available for a correct initial statement and the other for a consequence/explanation of that initial statement.

The example given here is a good example of a 4-mark response. For the advantage, the learner suggests that hiring a specialist will save Suki time, which is then explained by suggesting that she might usefully spend this time on some other aspect of her business. The disadvantage given here was by far the most common provided by learners; that hiring a specialist would cost money, the consequence of which is that Suki would therefore not be able to spend this money on something else that might benefit her business.

(b) Explain **one** positive and **one** negative factor for Suki of hiring a specialist engineer to install new studio equipment.

(4)

Positive

Part of the workload is taken off of her (she already works five days a week), allowing her to spend more time on other areas to deliver an overall better product.

Negative

It will cost her more money, which could have potentially gone towards other areas of the studio.

4 marks

Many learners were able to gain 2 marks for this question, with fewer gaining 3 or 4 marks. Generally, these learners presented correct initial reasons but did not offer a valid explanation. An example of this, scoring 2 marks, is given below.

(b) Explain **one** positive and **one** negative factor for Suki of hiring a specialist engineer to install new studio equipment. (4)

Positive

It will be connected properly

Negative

They charge a lot of money

4 marks

For the negative, some learners suggested that time would be taken to perform the installation, meaning that Suki would lose out on business. This was not credited as it would be a disadvantage whether the specialist undertook the installation or Suki did. It is not a disadvantage of the specialist specifically, therefore is not creditable. Another common incorrect response was that the engineer would do a poor job or damage the equipment in some way. This was not deemed feasible as there was no reason to suggest that the professional engineer was not competent.

Q15 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 most managed a creditable response. Evidence of planning continued to be 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.

This question asked learners to discuss two different options for Suki to make use of the time her studio is closed on her days off. The first option was to employ a sound engineer on a part-time basis, the second was to hire out her studio to a self-employed sound engineer.

A good many learners understood the implications and the differences between these two options and there were many positive responses to this question. Learners often realised that a part-time employee would be able to take on bookings that would otherwise be turned away and that this would therefore make more money for Suki's business. The cost of the employee was almost always mentioned, with other obligations such as holiday pay raised less

frequently. Most learners were also able to state that hiring the studio to a self-employed engineer would raise regular payment for Suki. The difference between an employee who would take direction from Suki compared to the freedom of the self-employed worker was also commonly noted.

The most common misconception was that either option would result in Suki's work being done for her, allowing her more free time or the ability to go off and do something else. The question states that Suki is looking for an option for her days off, so discussions about freeing up other time were not considered valid. Some learners failed to realise that Suki would not have to pay the engineer hiring the studio, thus rating this an expensive option. Others suggested that because the employee was part-time, they were therefore less competent and would need lots of support. Small credit was awarded for the suggestion that the self-employed engineer might damage a piece of equipment in Suki's studio, but further suggestions leading to unfeasible catastrophe such as: Suki having to close her studio; thus lose business; thus close down permanently, ... were not considered creditworthy.

Learners tended to write their response into two sections relating to the two options which provided a clear structure. Many learners were able to gain at least 3 marks from the 8 available, with marks of 4-6 often awarded. 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, offering explanations and consequences, thus demonstrating a full understanding of the related issues.

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

15. Suki wants to avoid turning bookings down. She is considering two options to make use of the days on which the studio is currently closed:

1. employ a part-time sound engineer to work for her
2. rent the studio to a self-employed sound engineer.

Discuss the implications of these two options for Suki.

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With option number 1 Suki would have to pay the sound engineer to work for her, needing a contract of pay and conditions. She'd also have to check the engineer was good at the job through interviews which could again take her away from bookings. Being an independent studio also means her budget isn't huge - so the unless the business brought in through the sound engineer was enough to cover their paycheck as well as rent for the studio, electricity and other bills, she could end up losing money. On top of this - if someone gets bad customer service when she isn't around, a time out of her control, it only takes a few bad reviews to seriously damage if not cease the business of her studio.

On the other hand, with option number 2 it is separate to her company - although sharing a building the engineer's business

and service wouldn't reflect back on the work she runs. Yet saying this Suki would need to be insured in case the self-employed engineer broke the equipment or damaged an area of the studio so that the repair money doesn't come out of her business's money, as well as ^{product} ~~that~~ insurance she needs liability insurance in case someone is hurt on the premises so again - she isn't the one to suffer for it.

The reliability of who she rents the studio out to also plays a part because if (being self-employed and not having a certain steady income) the engineer can't or doesn't pay her on time, she loses out.

A problem she might face by letting another sound engineer rent there is she's creating competition for her business. Customers that would have waited till Monday for her can now be seen Sunday by someone else - meaning their money goes to the self-employed engineer than to her business - making it harder for her to grow.

8 marks

This response demonstrates a thorough exploration of the issues relating to the two options. It also explores consequences of various actions, eg, how being an independent studio with a smaller budget would mean that the increased takings from employing the sound engineer would need to be enough to cover their wages as well as the additional running costs or else the studio would be operating at a loss.

In contrast, the following example scored 3 marks. The learner has only made a small number of points across two sentences. There is no explanation or consequences included in the response. The third sentence is a conclusion that adds no new material.

15 Suki wants to avoid turning bookings down. She is considering two options to make use of the days on which the studio is currently closed:

1. employ a part-time sound engineer to work for her
2. rent the studio to a self-employed sound engineer.

Discuss the implications of these two options for Suki.

(8)

If Suki employs a part-time sound engineer to work for her she will get all the money that the musician pays to hire the studio, and will only have to pay an amount ~~that~~ of the money to the part-time sound engineer.

If Suki decided to rent out the studio to a self-employed sound engineer she will only get the money that the sound engineer pays to rent the studio.

In conclusion it would be best to employ a part-time sound engineer because she will get all the money that the musician pays to hire the studio.

8 marks

Section C

Section C includes questions based on a scenario around a band, *Saving Sky*, who are looking to tour Europe and Jonas, their would-be band manager.

Q16 is a straightforward venues question, requiring learners to identify a type of large, multi-use space. All learners should be familiar with this term and the types of space associated from the subject specification. Arena or stadium were the most common correct responses, as illustrated by the example below, which gained 1 mark. Some learners suggested park or outdoor space which were also correct responses. Other learners responded with theatre but this was not considered a correct response in line with the subject specification. A few learners named a specific space, e.g., the O2. These responses were not credited since the question asks for a *type* of space.

16 Give **one** type of a large, multi-use space suitable for the band's performances.

An arena

1 mark

Q17 is a 2-mark question requiring learners to identify two reasons why the band might choose to pay to rehearse in a dedicated rehearsal space rather than rehearse at home for free.

17 *Saving Sky* could rehearse at home for free.

Identify **two** reasons why a band such as *Saving Sky* might choose to hire a rehearsal space instead.

- 1 Better soundproofing so there's less noise pollution
- 2 Better acoustics so they can hear how well their rehearsals went

2 marks

Soundproofing and acoustics, as shown in this example that gained the full 2 marks, were popular options, along with the improved amount of space available and the fact that the space may have equipment that the band could use. A few learners also correctly suggested that the rehearsal space would have less distractions.

A few learners gave reasons why the band should rehearse at all, eg, to be ready for their upcoming tour. An example of this is given below:

17 *Saving Sky* could rehearse at home for free.

Identify **two** reasons why a band such as *Saving Sky* might choose to hire a rehearsal space instead.

1 to make sure they are ready

2 see if they need improvements

2 marks

These responses did not address the question sufficiently and so were not awarded credit. Others seemed to confuse the rehearsal space with a recording studio, possibly because of the earlier scenario. A few suggested that the studio would come with producers or other employees who could assist the band. This was not credited, but credit was awarded for suggestions that the band might be able to network with others. This question was answered quite well, with learners often gaining at least 1 mark out of the available 2.

Q18 presented a slightly different layout of the type of question where five options are presented and learners must select two. This layout worked successfully with that vast majority of learners selecting two options from the five. No learners were found to have circled more than two options, although there were a few who just chose one.

The question asks learners to choose the two job roles that the band are most likely to need on their tour. The example here shows the two correct answers selected.

18 Which **two** of the following job roles are *Saving Sky* most likely to need on the tour?

Circle the **two** correct answers.

Drum technician Live sound technician Mastering engineer
 Software programmer Studio manager

2 marks

Q19 is the second of the two 4-mark questions. It asks learners to explain two reasons why it is important for the band to have a sound check before their performance. One mark is available for identifying each correct reason with a further mark for each valid explanation or consequence. An example that scored the full 4 marks is given below:

19 Explain **two** reasons why it is important for *Saving Sky* to have a sound check before a performance.

1 So they can get use to the space and acoustics they are performing in so they are comfortable when performing.

2 So the sound technician can get the levels of each instrument right in the mix so ~~the~~ it sounds best to the audience.

4 marks

In this example, the first valid reason - so that the band can get used to the acoustics of the space - is explained with the reason that the band would feel more comfortable for their performance. The second reason concerns getting the levels right, with the reason that therefore the performance would sound as good as possible for the audience.

Most learners seemed able to suggest credible reasons in this question with the majority mentioning sound levels, balance and equipment functioning. Many but not all learners attempted to include an explanation/consequence of their reasons. Some learners suggested the sound check was an opportunity for the performers to check their tuning or to rehearse, but these were not awarded credit as they were not considered to be relevant activities during a sound check. An example of this is given below. Here, the learner gains 1 mark for the first part of the response concerning sound levels but does not gain credit for the second part, concerning tuning.

19 Explain **two** reasons why it is important for *Saving Sky* to have a sound check before a performance.

1 to get the volume of each instrument right

2 to check the ~~tuning~~ tunings of each instruments

4 marks

Learners should be encouraged to be as specific as possible in these types of question as too vague a response can lead to marks not being awarded. For

example, 'to check everything is ok' was not considered to contain enough creditable material to award a mark. Learners should also be sure not to give the same answer twice as this will never gain credit. In the example below, the two given answers both cover the same point, so only 1 mark was awarded overall.

19 Explain **two** reasons why it is important for *Saving Sky* to have a sound check before a performance.

1. So they know if there is any problems to the equipment or anything ^{that is} not working.

2. So they know that every speaker and lighting is working and that there is no problems to them.

4 marks

Q20 is the second of the longer, 8-mark questions. Again, this question was well attempted by learners. Nearly all managed a response, with a clearly structured answer provided in many cases and an average mark of 3 or 4 awarded.

Learners were required to discuss the responsibilities that a manager like Jonas might take on and how this could benefit the band. Learners seemed on familiar territory with the role of the band manager, with many being able to offer a good range of tasks that Jonas might undertake. Among the most common suggestions were arranging venues, booking transportation, hiring relevant crew members, organising band accommodation and meals and also taking care of the finances such as fee negotiation and paying the band. Learners often made the link between Jonas' experience as detailed in the brief and how this would benefit the band who had not toured in Europe before.

The second aspect of the question, how the manager might benefit the band, was addressed with less vigour, usually amounting to a sentence or two about the band being less stressed or saving them time that they could use for rehearsing. Some thoughtful answers were provided where learners had carefully related the implications for the band to each of the manager's responsibilities.

Below is an example of a response that scored the full 8 marks. This learner provides a good number of tasks that Jonas would undertake for the band, demonstrating a thorough understanding of the role of a band manager. This learner also explains the consequences for the band throughout the response at relevant places in the answer.

Jonas would have ensured that the band had places to perform and so would have located venues in each location^{the band wanted to perform in} and called them and booked the arena and all of the arena's technical staff within each destination, to ensure that the band had ~~had~~ ~~had~~ ~~had~~ had the venue to perform in and had trained staff in order to help out with performances. Jonas may have even found the band their own staff such as technicians and roadies before going to Europe. This would have benefited the band as they would have more time to focus on their performance instead of worrying about venues and staff.

A manager like Jonas would have also liaised with venues and managed the financial aspect of things such as costs for transport companies that Jonas would have hired, and also managed ~~to~~ the ticket production and financial aspect of that too, leaving the band with less to worry about. Jonas would also be a lot better at managing finances than the band, as Jonas does this for a living whereas the band may be very unprofessional and cause themselves problems that they would not know

how to get around

Jonas may also have connections that are other professionals in the industry, including globally and so may be able to publicise the tour and get more ticket sales etc. The band may not be able to do this as they wouldn't know as many professionals as Jonas and so not many people would know about the concert unless they promote it to their own fanbase.

Jonas would have sorted out hotels and transport for the band, and arranged their accommodation which benefits the band as they would have a tour company hired for sleeping whilst travelling and hotels for places that they stay in for a couple of nights. Jonas would have also arranged for the band's equipment to be transported to Europe or would have arranged the hire of other equipment to ensure the band had good quality equipment/equipment they know how to use for their shows.

8 marks

Some learners tried to make the question a positive and negative type, also listing reasons why hiring a manager was a bad idea. This was not required by the question and so these parts of those responses were not credited. This is illustrated in the following example which scored 3 marks.

20 Some members of Saving Sky think they can do the work themselves rather than hire a manager for their European tour.

Discuss the responsibilities that a manager like Jonas would have for the tour and how this would benefit the band.

(8)

Benefits of hiring a manager.

- Jonas is experienced which means he will be able to give alot of advice to the band.
- ~~The band will~~ Jonas will manage the bands live and keep them on schedule which will make their overall productivity rise increase.
- Jonas may have contacts with in the music industry that would help Saving sky.

Negatives of hiring a manager.

- hiring Jonas would take away some of saving sky's independence
- The band would have to pay Jonas ~~which is~~ ~~frustrating~~

Benefits of doing the work themselves -

- Saving sky would have full independence
- They wouldn't have to pay anyone to be manager.

Negatives -

- They aren't experienced and may not know what they are doing.

+

Over all, I think that saving sky would benefit greatly by hiring Jonas.

20 marks

Bullet points 4, 5, 6 and 7 were not credited as they addressed aspects not required by the question. The final paragraph also did not gain credit as it lends no new relevant material to the response.

Summary

Based on their performance in this paper, learners should:

- Familiarise themselves with all the job roles and their associated responsibilities found in the Specification;
- Note that, in questions where a type of venue is required, naming a specific venue will not gain credit;
- Distinguish the difference between an organisation and an individual for the purposes of questions that require learners to identify an organisation;
- Be sure to read question instructions carefully so that, for instance, two answers are selected where appropriate instead of one;
- Not presume that a question on a particular subject is the same as one that has featured in a previous paper. Care should be taken to respond to the specific question on the paper;
- Keep their answers as specific as possible and avoid general comments such as 'so everything sounds good or 'to check everything is ok';
- 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;
- Be sure to provide an initial point and then an explanation/ consequence of that point in 'explain' questions rather than two unrelated points;
- 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;
- 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. Examiners cannot mark anything that they cannot read. Learners should attempt to write as clearly as possible;
- Continue to attempt all questions on the paper.

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