

L2 Lead Examiner Report 1806



June 2018

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

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, Distinction, Merit 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.

Grade boundaries for this, and all other papers, are on the website via this link:
<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Unit 1: The Music Industry (21512E)

| Grade | Unclassified | Level 2 | | | |
|---------------|--------------|---------|----|----|----|
| | | L1 | P | M | D |
| Boundary Mark | 0 | 16 | 24 | 33 | 41 |

Introduction

This examination was presented for the ninth time in June 2018. A secure understanding of expectations continues to be demonstrated by most learners and strategies to address the examination successfully continue to be evident. This paper was well received by learners, most of whom made a good attempt to answer all questions, including the two longer ones. 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 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 reasonable attempt was not made on these longer items or indeed an attempt made to address all items on the paper. Learners continue to demonstrate sound awareness of required examination technique for this paper.

Individual Questions

Section A

The first five questions, as in previous papers, are multiple choice questions worth 1 mark each. Q1 asks learners to identify the organization that supports actors, dancers and other performers from a list of unions. The correct answer, Equity, was given by around half of the cohort.

Q2 and Q5 were answered correctly by most learners. These questions concerned the responsibilities of a venue manager and of a live sound technician. Learners demonstrated a secure understanding of these roles.

Q3 was answered correctly by just under half the cohort. Learners are asked to identify the job role that is responsible for sample clearance. Although this role is listed on the Specification, it is a less commonly known role of a producer. Learners who gained a mark on this question demonstrated a good knowledge of this job role as given in the Specification.

Q4 asks learners to identify a responsibility of a musical director from a given list. Learners have not always done so well on musical director questions in the past. In this instance, two-thirds of learners were able to identify 'arranging rehearsals' as the correct response.

Q6 asks learners what NI stands for, in the context of being something that self-employed musicians have to pay. Two-thirds of learners gave the correct answer, as illustrated below.

6 Self-employed musicians have to pay NI.
What does NI stand for?
National Insurance

(Total for Question 6 = 1 mark)

1 Mark

Most learners had a sensible guess if they did not know but these guesses were rarely successful.

6 Self-employed musicians have to pay NI.
What does NI stand for?
NI stands for no income

(Total for Question 6 = 1 mark)

0 Marks

Q7 is a job roles question, giving three aspects of a job and asking learners to name the job role that undertakes all these aspects.

7 Name the job role responsible for:

- producing a finished mix
- optimising audio for various formats
- ensuring final quality.

Mastering engineer

(Total for Question 7 = 1 mark)

1 Mark

The correct answer, mastering engineer was given by around a third of learners. Mastering engineer is a job role that learners often seem less confident with. Learners were awarded credit for variations of this answer such as 'mastering' on its own or 'mastering technician.' Incorrect answers varied quite widely but many related to a producer or to studio engineer or sound technician roles, as shown here.

7 Name the job role responsible for:

- producing a finished mix
- optimising audio for various formats
- ensuring final quality.

Sound technician

(Total for Question 7 = 1 mark)

2 Marks

Q8 asks learners to give two types of organization involved in getting a completed CD product to the consumer. This required learners to demonstrate their understanding of this process and correct answers included manufacturing, distributing, retailer, record company and marketing or promotion. An example of a response that gained the full 2 marks is given below.

8 Give **two** types of organisation involved in getting a completed CD product to the consumer.

1 Marketing

2 Distribution

(Total for Question 8 = 2 marks)

2 Marks

As usual in this Unit, questions asking for a type of organisation need to be answered with an organisation, not a job role, to be correct. Learners who failed to gain marks in this question often gave job roles in their response, instead of an organisation. This is a common error and learners should be encouraged to be alert to this type of question so that they can direct their response in a way that might prove more fruitful.

An example of this is given below, where the learner did not gain any marks.

8 Give **two** types of organisation involved in getting a completed CD product to the consumer.

1 Session musician

2 Studio Manager

(Total for Question 8 = 2 marks)

0 Marks

Q9 is presented in a commonly used format with which learners should be familiar. Learners were required to link each of the two activities to the relevant job role from a list of five options. This question was answered correctly by most learners and an example of a correct response is given here:

9 The following are descriptions of activities that take place in a recording studio.
Draw **one** line to connect **each** activity with the job role responsible.

| Activity | Job role |
|--------------------------------------|----------------------|
| Take bookings for recording sessions | Instrumental support |
| Perform given music | Music journalist |
| | Session musician |
| | Sound engineer |
| | Studio manager |

(Total for Question 9 = 2 marks)

2 Marks

Where learners only gained one of the two marks available, the studio manager was more often correct. Some learners attributed 'perform given music' to music journalist or instrumental support.

A few learners still gave more than one answer per role, by drawing more than one line from either or both boxes. The question asks for 'one line to connect each activity...'. As has been mentioned in previous Lead Examiner reports, if learners draw more than one line they do not gain any marks for that role. It is important that learners are clear that they must never draw more than line from a box in this type of question as this will always be wrong. This format appears regularly in examinations for this Unit, so it is hoped that all learners could be made familiar with it so as not to lose marks by drawing more than one line. An example of this, scoring no marks, is given below.

9 The following are descriptions of activities that take place in a recording studio.
Draw **one** line to connect **each** activity with the job role responsible.

| Activity | Job role |
|--------------------------------------|----------------------|
| Take bookings for recording sessions | Instrumental support |
| | Music journalist |
| | Session musician |
| Perform given music | Sound engineer |
| | Studio manager |

(Total for Question 9 = 2 marks)

0 Marks

Q10 is a straightforward question asking learners to identify one type of organisation in the music industry that provides information about insurance and pensions to musicians. The main correct answer is 'union' although credit was also awarded for any relevant named union in the music industry such as Musicians' Union or MU, as illustrated here:

10 Give **one** type of organisation in the music industry that provides information about insurance and pensions to musicians.

Musicians Union

(Total for Question 10 = 1 mark)

1 Mark

Where learners took a guess they often selected an organization but not a union, as illustrated in the example below. Of the incorrect answers given, PRS and PPL

were the most common.

10 Give **one** type of organisation in the music industry that provides information about insurance and pensions to musicians.

PRS

(Total for Question 10 = 1 mark)

0 Marks

Q11 concerns health and safety responsibilities of a venue in the context of a club hosting an open mic night. Health and safety is an area of the Specification where learners often demonstrate confidence and this question was no exception. Many learners gained full marks for this question. The mark scheme gives an extensive list of possible correct responses. The most common correct responses given by learners related to fire exits, taping down cables, employing door security staff and not overcrowding the venue. A range of correct responses were offered, however, with learners offering a diverse selection overall.

11 Identify **two** health and safety responsibilities of a club hosting an open mic night.

- 1 Ensure wires are taped down to prevent any trips
- 2 Keep track of the amount of people entering to prevent overcrowding

(Total for Question 11 = 2 marks)

2 Marks

Some learners did not gain credit because they listed a problem rather than identifying a health and safety responsibility as required by the question. Therefore, learners offering answers such as 'trip hazards' were not able to gain credit since this is not a health and safety responsibility of a venue. A few other learners gave answers that did not relate sufficiently to the context of an open mic night. The example below does not offer enough specific information to award credit and therefore did not gain any marks.

11 Identify **two** health and safety responsibilities of a club hosting an open mic night.

1 sound

2 light

(Total for Question 11 = 2 marks)

0 Marks

Q12 is the last question in Section A of the paper. It is an 'explain' question, requiring learners to provide an explanation or consequence of their answer. This question asks learners to explain one reason why it is important to check sound levels before a performance and was generally answered well by many learners.

By far the most common correct response concerned considerations of the volume of the sound for the audience. Responses relating to making sure the sound was not too loud so that it was not uncomfortable for the audience were the most common, followed by suggestions that equipment might be damaged if levels were too high. Some learners discussed making sure the sound was not too quiet so that the audience could hear well enough and also so that the performers could hear adequately. The following example illustrates a typical correct response gaining the full two marks.

12 Explain **one** reason why it is important to check sound levels before a performance.

THIS IS IMPORTANT BECAUSE IF ITS TOO LOUD,
IT COULD BE A HEALTH AND SAFETY HAZARD
FOR BOTH THE AUDIENCE AND MUSICIANS AS WELL AS
NEGATIVELY IMPACTING THE QUALITY OF PERFORMANCE -

(Total for Question 12 = 2 marks)

2 Marks

Some learners gave an answer as to why it might be important to check the sound generally, rather than the levels. These responses did not usually gain marks as they did not address the question sufficiently for credit. A common example of this was learners saying that sound would be checked to make sure everything was working. This does not relate to levels specifically and therefore responses along these lines were not considered creditable. Similarly, it is not correct to say that checking sound levels would prevent something breaking down during the performance. This is illustrated in the example below, which did not gain any marks.

12 Explain **one** reason why it is important to check sound levels before a performance.

You should check sound levels before a performance just in case the music cuts off while you are performing.

(Total for Question 12 = 2 marks)

0 Marks

Section B

Section B questions all relate to the scenario in Brief A concerning a team organizing a charity event.

Q13a asks learners to identify one type of venue that might be suitable for the event as described in the brief. Among the potential correct responses were theatre, club, various types of hall, outdoor space and arena. Most learners were able to gain credit for this question.

13 Sanchay needs to make sure the team picks a suitable venue for their event.

(a) Identify **one** type of venue that might be suitable for the event.

(1)

Theatre.

1 Mark

Credit was also awarded for 'large venue' and also 'medium-sized venue' as per the Specification. As is always the case with this type of question, specific named venues are not considered correct since these are not a *type* of venue as required in the question.

13 Sanchay needs to make sure the team picks a suitable venue for their event.

(a) Identify **one** type of venue that might be suitable for the event.

(1)

Recently Royal Albert Hall

0 Marks

Other responses that were not considered suitable for the particular event were pub, nightclub, school or 'indoor'.

Q13b asks learners to explain one aspect of location that should be considered when choosing a venue for a brass band or similar instrumental ensemble. Common correct responses included reference to ensuring the stage is big enough so the larger number of performers found in these ensembles could fit and also the suitability of the acoustics for the instrumental ensemble and the accessibility for the performers with regard to their instruments.

(b) Explain **one** aspect of location that must be considered when choosing a venue suitable for a brass band or similar ensemble performance.

(2)

it has to be easy to get to by car because it would be hard for the musicians playing large instruments to carry them a long way.

2 Marks

The most common incorrect response suggested that the venue should be far away from residential areas so as to not create a noise disturbance. This was not considered correct for two reasons. Firstly, the question asks about selecting a venue which means that any up for consideration are already established as venues and therefore their position near residential areas is not relevant. Secondly, instrumental ensembles are not particularly loud and are usually not amplified, so they are less likely to provide a noise disturbance than many other types of musical performance.

(b) Explain **one** aspect of location that must be considered when choosing a venue suitable for a brass band or similar ensemble performance.

(2)

The location is somewhere that isn't close to houses so ~~it~~ it doesn't disturb the people living there.

0 Marks

Suggesting that the venue needed to be indoors was also not considered relevant. Brass bands, as mentioned specifically in the question, can cope with some rain and a gazebo or tent would also be a relevant option for outdoor performances.

Q13c asks learners to give two reasons why it is important for a venue to have a ticket booking system. The question was asking learners to list advantages of a booking system as opposed to just paying for tickets on the door. Learners who gained marks in this question suggested ideas such as keeping track of how many people were planning to attend or how much money had been paid and being able to secure a ticket or a particular seat in advance. Other advantages included avoiding overcrowding by only selling the number of tickets available and avoiding queues or disappointment on the night as well as allowing the venue to plan for the number of guests or engage in further marketing if required.

(c) Give **two** reasons why it is important for a venue to have a ticket booking system.

(2)

- 1 The organisers will know how many people they should prepare for.
- 2 If the tickets are sold before online people can avoid attempting to attend and not being able to enter at the door.

2 Marks

Where learners failed to gain marks, they offered suggestions that did not relate specifically to a booking system but just to selling tickets in general. Responses relating to raising money to pay the performers or 'for health and safety reasons' without further expansion were not credited.

The two most common incorrect responses were to avoid people getting in for free and to avoid people 'sneaking in'. Neither of these are relevant to a ticket booking system and so do not address the question sufficiently for credit. An example of a response that did not gain any marks is given here:

(c) Give **two** reasons why it is important for a venue to have a ticket booking system.

(2)

- 1 To sell more tickets.
- 2 To make sure people don't get in for free.

0 Marks

Q14 is a four-mark question asking learners to explain two advantages of sharing out the workload for the event. As with all 'explain' questions on this paper, learners need to give a valid reason followed by a consequence or explanation in order to gain full marks. Many learners were able to gain at least two marks on this question with a range of sensible suggestions offered in response to the question.

One commonly suggested correct response related to the fact that tasks could be allocated to the various members of the team, allowing the work to be completed more quickly and therefore reaching the deadline on or ahead of schedule. Learners also often recognized that sharing out the tasks would reduce stress as each team member would have a more manageable workload and that tasks could be allocated with consideration of the particular skills or strengths of team members.

An example of a response that gained the full four marks is given below.

14 Each person in the organising team has a specific role and responsibilities.

Explain **two** advantages of sharing out the workload for this event.

1 it can be done faster allowing them to not have to worry about the deadline and have time to fix any problems they might encounter

2 people who are good at a certain aspect can do the work corresponding to it making the quality of the event better.

(Total for Question 14 = 4 marks)

4 Marks

Some learners gave valid advantages but then did not offer any explanation of these. Therefore, these learners were only able to access two out of the available four marks. Learners should be encouraged to always offer a consequence/ explanation of their point in order to try to gain as many of these 'explain' marks as possible.

An example of a response demonstrating this is given here.

14 Each person in the organising team has a specific role and responsibilities.

Explain **two** advantages of sharing out the workload for this event.

1 Less pressure on certain people if the workload is shared.

2 People can focus on what they specialise in.

(Total for Question 14 = 4 marks)

2 Marks

This learner gained two out of the four marks. Both of the advantages given are correct but no attempt at explanation is offered. It should be noted that no marks are ever available for repeating the question. Therefore, in the response above, the learner gains the mark for suggesting there will be less pressure on

people but does not gain credit for 'if the workload is shared' since that is just a repetition of the material given in the question.

The suggestion that 'more work would be completed' was not considered creditable. The amount of work required was considered a fixed quantity, i.e., there would be a set number of tasks would need to be complete in order to organise the event. However, suggesting that more work could be completed in a certain period of time is the equivalent of saying that work could be completed quicker and did gain credit.

Q15 is one of two 8-mark questions on the paper which require an extended response. Both of these longer questions were once again well attempted by learners in this examination and both performed very much the same, with an average mark of around 3.5 marks out of 8 achieved in both. Learners continue to demonstrate that they are comfortable with the expectations of these questions which suggests that centres continue to prepare their learners effectively.

This question asks learners to evaluate the options available to the organisers when the headline act is suddenly no longer available. Many learners were able to identify the main options which included trying to find an alternative headline act, promoting another act already on the bill and changing the date of the event. Learners who gained 1-3 marks generally listed one or two of these suggestions but provided little discussion. Those who gained higher marks provided more insight into the pros and cons of each of these suggestions which, in turn, demonstrated their understanding of the situation.

An example of a response that gained 4 out of the available 8 marks is given below. The learner in this example makes two main suggestions and attempts to support these with one advantage and one disadvantage for each.

15 Tickets have gone on sale but, due to other work commitments, the headline act is suddenly no longer able to attend the event.

Evaluate the options available to Helen and Sandhay's team to make sure the event still goes ahead.

One option could be to rearrange the event to fit the headliners schedule. An advantage for this is that they won't lose the person to draw in the most people. But a disadvantage is that the people could be unhappy with having to wait longer.

Another way would be to hire and get somebody else in by paying. An advantage could be that although people don't get to see the person they came for they will not be as annoyed seeing they still get a good performance. A disadvantage is that they will have to pay in stead of the person volunteering.

4 Marks

Some learners offered suggestions that were less plausible, such as holding a raffle or a karaoke session in place of the headline act. Other learners suggested that the organisers might audition for a new headline act which also was seen as implausible. No credit was given for suggestions that the headline act could change their mind or be paid to take part, since these ideas contradict the brief. Below is an example of a response which was awarded the full 8 marks. The learner explores their suggestions in detail, discussing the various consequences of each action.

15 Tickets have gone on sale but, due to other work commitments, the headline act is suddenly no longer able to attend the event.

Evaluate the options available to Helen and Sanchay's team to make sure the event still goes ahead.

options available to Helen and Sanchay's
there are ~~many advantages and disadvantages~~
~~to Helen and Sanchay making sure the team~~
~~event still goes ahead.~~ One option for them
is finding another well-known artist to headline
the event. In this way, the audience will still
know the act, and enjoy the event. However,
finding a different act could leave the
audience feeling misled, especially ~~as~~ if
they have already bought tickets. Additionally,
they may not be able to find another well-
known artist that is willing to perform for
free, which decreases the profit of the event.
They also may only find a replacement
act close to the event, as they only
have 12 weeks, which would cause
complications in the preparation and
promotion, and overall give them a bad
reputation. If they choose another well-
known artist to perform, that artist may
draw a large fanbase, which would draw
more attention to the event, and increase
ticket sales. It would also show their
commitment to the event as they had

more work to do, which could make the event seem more professional and make more money for the charity. Another option for Helen and Sanchez's team is replacing the act with multiple other less well-known acts. This could be good for the event, as there would be more ~~variety~~ variation in the types of performances, which could draw attention from different people interested in different types of acts. Having less well-known acts could also impress the audience, as they could find new bands/artists/acts to become interested in. However, the audience may get fed up, as there is no well-known act, which if some people ask for refunds, could cause complications. It would also mean more money would have to be invested into promotion for the event, as previous promotional material would have to be remade to remove the well-known act. I think that they should get another well-known act to perform for the event, as although it could cause complications for promotion and possibly take a while, it would make sure the event is still as described and show their dedication making a good name for the charity.

(Total for Question 15 = 8 marks)

(TOTAL FOR SECTION B = 17 MARKS)

8 Marks

Section C

Section C includes questions based on a scenario around Mia, a self-employed composer, arranger and musical director who is looking to launch a business to promote her musical services further.

Q16 asks learners to name the organisation which collects royalties on behalf of composers when their music is performed live. Various permutations of the correct answer were allowed for credit, such as PRS for Music, PRS, Performing Rights Society and the new PPL PRS name.

16 Name the organisation that collects royalties on behalf of composers, such as Mia, when their music is performed live.

PRS. (performing rights society)

(Total for Question 16 = 1 mark)

1 Mark

A number of learners suggested various unions as shown here. This is not a correct answer and so did not gain credit.

16 Name the organisation that collects royalties on behalf of composers, such as Mia, when their music is performed live.

MUSICIANS UNION (MU)

(Total for Question 16 = 1 mark)

0 Marks

Q17 asked learners to give two reasons why Mia might choose to write music using software rather than by hand with pen and paper. Learners responded well to this question, with many learners gaining the full two marks.

The most popular correct responses related to the score being easier to read, easier to edit, easier to share with others and also that it could be played back and listened to. A good number of learners suggested that the score would be less easily lost since it could be backed up, which was allowed for credit. A few learners suggested that music software aided creativity of the composition process which was also allowed.

An example of a response that gained the full 2 marks is given below.

17 Give **two** reasons why Mia might choose to write music using music software rather than by hand with pen and paper.

1. It's quicker and more efficient

2. It will be easier to read.

(Total for Question 17 = 2 marks)

2 Marks

Credit was not awarded where learners just gave 'easier' as a reason as this was considered not specific enough to be creditable and also not always true.

17 Give **two** reasons why Mia might choose to write music using music software rather than by hand with pen and paper.

- 1 Because the modern day music is more digital now.
- 2 I will also be a lot easier.

(Total for Question 17 = 2 marks)

0 Marks

Other incorrect responses included the suggestion that the quality of the composition would be better, that the composition would sound better or more professional and that the software would perform spell checks. Suggestions that the software would be able to correct mistakes in musical notation were considered creditable, however.

Q18 asks learners to identify two ways that composers such as Mia might advertise their services. In order to gain marks in this question, learners need to take account of the context. Creditable responses include networking or word of mouth, creating a website, posting on social media and putting work on relevant online platforms such as Spotify or Soundcloud. Most learners were able to suggest social media as a correct response. However, a large number of learners made suggestions that were not appropriate to the situation given in the question. Answers such as posters, flyers and leaflets were commonly offered, as were the suggestion of advertising in newspapers or on television or radio. Although these answers are often correct when asking questions about advertising, these are not considered relevant methods of advertising for a composer looking to advertise their services. It would not be appropriate or usual for a composer to advertise for work with a poster in a shop window. However, if the learner suggested a poster placed on the noticeboard or a recording studio or an advertisement in a relevant trade publication then this was considered creditable.

An example of this is given below.

18 Identify **two** ways that composers, such as Mia, might advertise their services.

- Social Media.
- Asking to put up posters or flyers in a place like a recording studio.

(Total for Question 18 = 2 marks)

2 Marks

A few learners misread the question and instead offered reasons why Mia might advertise, rather than how. Responses such as this were not able to gain credit.

18 Identify **two** ways that composers, such as Mia, might advertise their services.

- 1 To ensure exposure in the music industry, therefore gaining a reputation.
- 2 So that when she has her own company, she will have a substantially large client base.

(Total for Question 18 = 2 marks)

0 Marks

Q19 is the second of the two 4-mark questions. It asks learners to explain one advantage and one disadvantage of being self-employed in the music industry. The example below shows of one of the most common sets of responses provided when gaining the full 4 marks. The most popular advantages concerned the ability to set one's own hours including holidays and time off, having more creative control and not having a boss to tell one what to do. A common disadvantage concerned lack of regular income due to work possibly being sporadic.

19 Explain **one** advantage and **one** disadvantage of being self-employed in the music industry.

Advantage. Don't have to follow any company guidelines or rules ~~so~~ which means they have more creative freedom.

Disadvantage. Working hours/pay wouldn't be constant which could result in lack of funds for next project(s).

(Total for Question 19 = 4 marks)

4 Marks

Learners often managed to gain two out of the four marks by identifying a valid advantage and disadvantage but without offering a valid explanation for either point. An example of this, gaining 2 marks out of 4, is shown below.

19 Explain one advantage and one disadvantage of being self-employed in the music industry.

Advantage you can work at your own speed.

Disadvantage you don't get sick pay, pension, holidays and you can't stop working because the business will fail.

(Total for Question 19 = 4 marks)

2 Marks

In this example, the learner actually offers two separate, valid disadvantages but no explanation. In order to gain the two marks available for the advantage or disadvantage, learners need to give a valid initial point and then provide a consequence/ explanation of that point. A maximum of one mark is available for the initial advantage or disadvantage.

Some learners suggested a disadvantage would be that Mia would have to work alone or not have any help. These ideas were not considered creditable. A self-employed musician such as Mia would be free to employ as many people as needed. Suggestions that being self-employed would mean less income were not considered true and so were not creditable. Also not creditable was the suggestion that the work might be stressful, since this could also apply to regular employment.

Q21 is the second of the longer, 8-mark questions. This question asks learners to discuss the factors that Mia might need to consider in order to make her business a success.

There was much scope for discussion in this question and many areas that learners could consider. Some of the main areas commonly discussed included ways of advertising to attract new clients, hiring employees, securing a premises and relevant equipment, what to charge for her services and sorting out her financial affairs.

The following example gained 4 out of the available 8 marks.

20 Mia has many decisions to make when setting up her business.

Discuss the factors that Mia needs to consider to make her business a success.

- How she may publish her work and how she will promote her business.
- ~~If~~ The audience she will gear her music towards and if it will be successful.
- Managing her money: if her music isn't successful at first she will still have to pay tax and other licences, which could put her in debt.
- Choosing the right companies to help work with: creating film and game music could get her recognised and boost her name.
- Making sure that no one else has done the same thing as she has in terms

of publicity, the layout of her
business logo and what her
business is about.

(Total for Question 20 = 8 marks)

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

4 Marks

This learner offers a few relevant ideas as outlines but does not discuss or develop particularly.

Credit was not awarded in this question for any comments relating to Mia performing such as getting or advertising gigs as Mia is not a performer.

Responses that scored 6-8 marks discussed a wider range of issues and offered more insight, often exploring the pros and cons of various options. An example of this can be seen in the following clip, an example of a response that gained the full 8 marks.

20 Mia has many decisions to make when setting up her business. ^{Financial} ^{legal} ^{tax} ^{Promotion} ^{Partnership}
Discuss the factors that Mia needs to consider to make her business a success. ^{Facilities} ^{Marketing plan}

* Finance - Mia needs to work out how much she will be able to fund her business, buy the appropriate equipment ~~to~~ to the quantity she requires, and also ensure that she covers the concept. This is essential because without the money to afford equipment, she will be unable to ~~launch~~ ~~start~~ do any work. ^{At least} ^{money} ^{pricing} ^{also} ^{must} ^{be} ^{accounted} ^{for}. ~~the~~ ~~business~~ ~~cannot~~ ~~succeed~~ ~~to~~ ~~be~~ ~~successful~~ ~~for~~ ~~that~~ ~~reason~~.

* Having a legal team - Mia needs to have some sort of legal advice or even a team to ensure that ^{is} ~~she~~ ~~her~~ business doesn't break any laws or breach ~~copyright~~ ^{copyright}. Having a business that breaks laws with harmful practices would destroy her reputation and her business. So she must make sure that happens. Additionally, if her business is sued, she will have a team able to assist and guide her ~~to~~ ⁱⁿ what she needs to do.

* Promoting her business - For her business to be successful, she must promote it. This is because if she doesn't, she won't be able to attract potential clients and will make no money. Her promotion should state what services she can provide as part of her business and where to contact her. She could use things like

business cards or fliers. Reviews are also very useful for extracting new clients. . . .

- **Portfolio:** Providing a portfolio of her work can help potential clients decide whether working with Mia's business. It shows off the work she is able to do as well as the quality she is able to do the work over. The more work she is able to show off, the more likely she is to have her business ~~more~~ clients.
- **Demographic:** She can't just ~~off~~ have her business aimed at anyone. She has to be clear like her services as a business are mainly ~~for~~ aimed at. This would be at musicians and artists who are in need of music ~~and~~ that can be written for them to perform, as well as companies looking for music to place in advertisements, films, radio, etc.
- **Facilities:** If Mia doesn't have the appropriate equipment for her business, she will not be able to run her business. She also needs to have a place like a studio where she is able to keep all of the equipment and allow potential clients to attend and use said equipment.

(Total for Question 20 = 8 marks)

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

8 Marks

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. These will always feature in the examination papers and are a fundamental part of the unit. Learners should be familiar with every job role in the Specification along with the relevant responsibilities, including the role of mastering engineer;
- Watch out for questions requiring learners to identify an organisation and be sure not to offer a job role as a response.
- Watch out for questions requiring the learner to give a type of venue and be sure to avoid naming specific venues as these are never creditable;
- Be sure to only draw one line from each box when, for instance, connecting a job role to a responsibility as in Q9 of this paper and understand that drawing two or more lines means they will automatically score no marks for that box;
- Keep their answers as specific as possible and avoid general comments such as 'so everyone is safe' or 'to check everything is ok';
- Note that the general answers 'online' and 'internet' are unlikely to gain credit without being more specific. There will usually be an expectation for a type of website or online activity that addresses the question more accurately.
- 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 and should always write in black ink;
- Continue to attempt all questions on the paper.

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