

# **L2 Lead Examiner Report 1906**

May 2019

**BTEC Level ½ First in Music  
Unit 1: The Music Industry  
(21512E)**

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:

<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>

You will need an Edexcel Online username and password to access this service.

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: [www.pearson.com/uk](http://www.pearson.com/uk)

May 2019

21512E\_1906\_LE

All the material in this publication is copyright

© Pearson Education Ltd 2019

## Grade Boundaries

### 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, at 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 is 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 assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

### Unit 1: The Music Industry (21512E)

Grade	Unclassified	Level 1	Level 2		
		Pass	Pass	Merit	Distinction
<b>Boundary Mark</b>	0	15	23	31	40

## Introduction

This examination was presented for the eleventh time in June 2019 and thus is very well established. A secure understanding of expectations continues to be demonstrated by most learners and strategies to address the examination successfully continue to be evident, especially when tackling the longer questions.

This paper was well received by learners, with a good attempt made to answer all questions, in most cases. Learners continue to address the unit with confidence, indicating that many centres are comfortable with 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 attempted a response to all of the questions on the paper, including the two extended response questions. There were few instances where a reasonable attempt was not made on these longer items, although a slight increase in the number of learners failing to attempt several of the other questions on the paper was noted. Most learners continue to demonstrate sound awareness of required examination techniques for this paper.

## Individual Questions

### Section A

The first five questions, as in previous papers, are multiple choice questions worth one mark each.

**Q1** asks learners to identify the role responsible for performing given music in a recording studio. The correct answer, session musician, was given by over eighty percent of learners.

**Q2** and **Q4** were also answered correctly by most learners. These questions concern the role responsible for representing an artist and the responsibilities of a promoter. Learners were mostly successful in these initial questions relating to job roles within the music industry.

**Q3** and **Q5** proved a little more challenging and were answered correctly by just over half the cohort. **Q3** asks learners which union protects the interests of those working in technical roles in the music industry. The correct answer is BECTU, but a number of learners incorrectly selected MCPS or PPL. **Q5** asks learners to identify a responsibility of a union in the music industry. The correct answer is 'handling disputes'. Where learners did not answer correctly, they were quite evenly split as to which alternative they suggested from the other three responses available. These incorrect responses were demographic targeting, distributing work and sample clearance. It is appreciated that Q5 is likely to prove a little more challenging to learners, but it might also be noted that learners appeared to do less well on union-related questions than they did on the questions relating to job roles.

**Q6** asks learners to name the job role responsible for three specified tasks. There were a range of correct answers available, including composer, arranger, songwriter, producer and musical director. Just under half of all learners gave a correct answer, as illustrated below.

<p>6 Name the job role responsible for the following:</p> <ul style="list-style-type: none"> <li>• responding to music briefs</li> <li>• pitching ideas to clients</li> <li>• producing a score and parts.</li> </ul> <p>composer</p>
(Total for Question 6 = 1 mark)

**1 Mark**

This is a straightforward job roles question requiring simple recall from the specification so we might have expected learners to answer this question with a little more confidence. Incorrect responses varied widely, but included manager, promoter, agent and a variety of sound technician and recording roles, as illustrated below.

6 Name the job role responsible for the following:

- responding to music briefs
- pitching ideas to clients
- producing a score and parts.

*Studio manager*

---

(Total for Question 6 = 1 mark)

0 Marks

**Q7** asks learners to identify one payment that a self-employed musician is required to make to the government. Two thirds of learners gave a correct response to this question. The most common correct response was tax, followed by national insurance.

7 Identify **one** payment that a self-employed musician must make to the government.

*national insurance*

---

(Total for Question 7 = 1 mark)

1 Mark

Learners who did not give a correct response often had a sensible guess, with responses such as royalties or insurance.

7 Identify **one** payment that a self-employed musician must make to the government.

*Royalties*

---

(Total for Question 7 = 1 mark)

0 Marks

**Q8** concerns the responsibilities of a live sound technician. Learners were required to suggest two responsibilities of this job role. This question proved very accessible to learners, with many gaining the full two marks available. Popular correct responses included sound checks, adjusting levels, mixing as well as relevant health and safety obligations.

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

8 Give **two** responsibilities of a live sound technician.

- 1 Make sure all the equipment is working and at the correct volume
- 2 Make the stage safe so the band/artist can perform without risk of injury eg taping wires down

(Total for Question 8 = 2 marks)

**2 Marks**

Sometimes in this examination, learners fail to gain marks due to giving a version of the same answer twice. An example of this is seen here. The response below gained 1 mark for 'check the microphones work', which is featured on the mark scheme as 'ensuring equipment works correctly'. However, only one mark will ever be awarded for the same point, so this learner cannot then gain a second mark by giving a second example of ensuring something is working. Learners would be well advised to try to avoid giving two very similar responses to a question in this examination by ensuring responses are sufficiently different.

8 Give **two** responsibilities of a live sound technician.

- 1 Check the microphones work
- 2 Check the speakers work.

(Total for Question 8 = 2 marks)

**1 Mark**

**Q9** asks learners to identify two services that a hire company might provide in the music industry. This proved more challenging to learners as a good number did not identify a specific *service*, as required by the question.

In order to gain a mark, learners needed to identify a service such as instrumental rental, van hire, catering or transportation.

Learners often gave responses such as 'equipment' or 'instruments'. These types of answers were not considered creditable, since neither are services. In the example below, the learner gained 1 mark for 'transportation of equipment' as this is a valid service as listed on the mark scheme, but no marks can be awarded for 'equipment' on its own, without further clarification.

9 Identify **two** services that a hire company might provide in the music industry.

- 1 transportation of equipment
- 2 equipment

(Total for Question 9 = 2 marks) **1 Mark**

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

9 Identify **two** services that a hire company might provide in the music industry.

- 1 Hiring out electrical equipment
- 2 Hiring out instruments

(Total for Question 9 = 2 marks) **2 Marks**

This learner has specified 'hiring out' in each part of the response, which is a service and therefore creditable.

**Q10** proved to be a good discriminator of the role of PPL PRS. It asks for two reasons why it is important for a venue to comply with PRS for Music licensing requirements. Where learners had a clear understanding of the role of this organisation as it relates to venues, they were able to offer two clear correct responses, as shown in the example below.

10 Give **two** reasons why it is important for a venue to comply with PRS for Music licensing requirements.

- 1 It ensures that no legal disputes are caused.
- 2 It ensures that the musician receives the correct royalties for their work.

(Total for Question 10 = 2 marks) **2 Marks**



The most common correct responses related to ensuring musicians receive royalties, avoiding a fine or potential legal issue and allowing the venue to use music. It was more common for learners to gain either two marks or no marks in this question. Where learners gained no marks, suggestions often related to health and safety issues, avoiding equipment breaking or other unrelated factors.

10 Give **two** reasons why it is important for a venue to comply with PRS for Music licensing requirements.

1 In case of possible accident/ injuries.

2 In case of insurance for any fights taking place.

(Total for Question 10 = 2 marks)

**0 Marks**

Additionally, learners often made incorrect suggestions relating to copyright. There appeared to be a common confusion between performing rights and copyright, with learners using the two terms synonymously. Centres may seek to clarify the differences with their learners.

**Q11** is the last question in Section A of the paper. It asks learners to identify an action that a venue might take in order to ensure the health and safety of its employees under three headings: fire safety, electrical safety and noise. Health and safety questions continue to prove accessible and popular with learners and a high proportion of learners gained at least 2 marks in this question. Common fire safety responses often related to fire exits and fire extinguishers. Common electrical safety responses related to taping down cables/ avoiding trip hazards and keeping liquids away from electrics. In the noise section, popular responses were either related to ear defenders or to controlling the maximum sound, for instance with a limiter.

11 Identify **one** action a venue can take to ensure the health and safety of its **employees** in each of the following three areas.

Health and safety area	Action taken
Fire safety	Fire alarm
Electrical safety	Keep cables tidy.
Noise	Ear plugs

(Total for Question 11 = 3 marks) **2 Marks**

Where learners failed to gain full marks, it was usually the 'noise' part that failed to gain credit.

Some learners gave answers relating to preventing noise disturbance in the local area which does not relate to the health and safety of employees and therefore is not creditable.

A few learners described the consequence of not taking action, without stating what the relevant action might be, and so were not able to gain credit. As such, the example below did not gain any marks.

11 Identify **one** action a venue can take to ensure the health and safety of its **employees** in each of the following three areas.

Health and safety area	Action taken
Fire safety	so if something exploded or a fire started the could leave that way.
Electrical safety	to make sure no body will get electrificuted.
Noise	the noise might be too loud where the speakers break or blow up.

(Total for Question 11 = 3 marks) **0 Marks**

## Section B

Section B questions all relate to the scenario in Brief A concerning Adam and Les, who are looking to hold auditions for their live entertainment show.

**Q12** is a straight-forward venues question which asks learners to identify a type of small venue suitable for holding the vocal auditions. Since 'small' is given in the question, this, on its own, would not be a creditable response. Nearly all learners were able to gain a mark on this question, however, selecting from a wide range of potential correct responses. The most common correct responses were a theatre, pub, school, studio and various types of hall, as shown in the example below.

12 Identify **one** type of small venue suitable for holding the vocal auditions.

small theatre

---

(Total for Question 12 = 1 mark) **1 Mark**

The small number of learners who did not offer a valid response usually failed to attend to the details of the question. Some identified a large venue such as an arena, which would not be suitable. Others offered a specific named venue instead of a type of venue, as required by the question. Learners should note that a question such as this occurs frequently in the examinations of this unit and naming a specific venue is always incorrect and therefore should be avoided.

In this example below, which did not gain any marks, the learner described a potential venue rather than identifying a relevant type. Since this response does not address the question accurately, it cannot gain credit.

12 Identify **one** type of small venue suitable for holding the vocal auditions.

Seating of 100-150 atleast to get responses from the audience. Space for technicians at the back.

---

(Total for Question 12 = 1 mark) **0 Marks**

**Q13** is a two-mark 'explain' question where learners gain the first mark for a correct answer to the question and then the second mark for a valid explanation or consequence of the first answer. This question asks learners to explain one way that Adam and Les might advertise the auditions so as to target appropriate applicants.

Most learners were able to gain the first mark by suggesting a valid method of advertising such as posters, social media or newspaper advert. However, far fewer learners were able to gain the second, explain mark. In order to gain the second mark, learners needed to address the issue of how to target the advert as required by the question, for instance by suggesting a relevant location for the advertising. Common valid suggestions included advertising in music shops, venues, recording studios or online in musician-related groups.

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

13 Explain **one** way that Adam and Les might advertise the auditions to target appropriate applicants.

They could distribute flyers around music shops, venues & other establishments frequented by musicians. It is unlikely they would have to look anywhere niche for pop music.

(Total for Question 13 = 2 marks)

**2 Marks**

Some learners provided a response that suggested how the auditions might be run, rather than advertised:

13 Explain **one** way that Adam and Les might advertise the auditions to target appropriate applicants.

they could give them sheet music to see if they could read it and listen to how well they play it.

(Total for Question 13 = 2 marks)

**0 Marks**

Quite often, learners repeated part of the question for their explanation, as illustrated below.

13 Explain **one** way that Adam and Les might advertise the auditions to target appropriate applicants.

Adam and Les might advertise the auditions through social media which would target appropriate applicants.

(Total for Question 13 = 2 marks)

**1 Mark**

Learners are reminded that marks can never be awarded for any repetition of the materials given in the question paper. Also, simply saying ‘...which would target appropriate applicants’ does not explain how applicants would be targeted. The response above gained 1 mark for social media but did not gain the second mark as no valid way of targeting appropriate applicants was given.

**Q14** is split into two parts, **14a** concerns preparation for the auditions from both the point of view of a performer and also Adam and Les. Q14a asks learners to explain one way a performer might prepare for an audition. As an explain question, this requires the learner to give a valid answer to the question for the first mark, then provide an explanation or consequence of this answer in order to gain the second mark. Often this takes the form of ‘...so that...’, e.g., a performer would practice the audition piece over and over (1 mark for the initial point) so that they could perform it to the best of their ability (1 mark for the explanation).

An example of this, gaining the full 2 marks, is shown below.

**14** Auditions require advance preparation from those holding the auditions as well as those attending.

(a) Explain **one** way a performer might prepare for an audition. (2)

They can perform in front of a friend so that they can get feedback on the positives and negatives.

**2 Marks**

The majority of learners were able to gain 2 marks on this question. Others were able to provide a valid way of preparing for an audition but failed to offer an explanation in order to gain the second mark. Some learners, as shown below, provided multiple ways of preparing for the audition but no explanation. There is only one mark available for the initial point, so learners cannot gain any more marks in this ‘explain’ type of question by offering numerous points. The learner below gains 1 mark for any one of their suggestions and did not need to provide five alternative suggestions. The second mark is only available for an explanation of the first point and as none of the points are explained in this example, the second mark cannot be awarded.

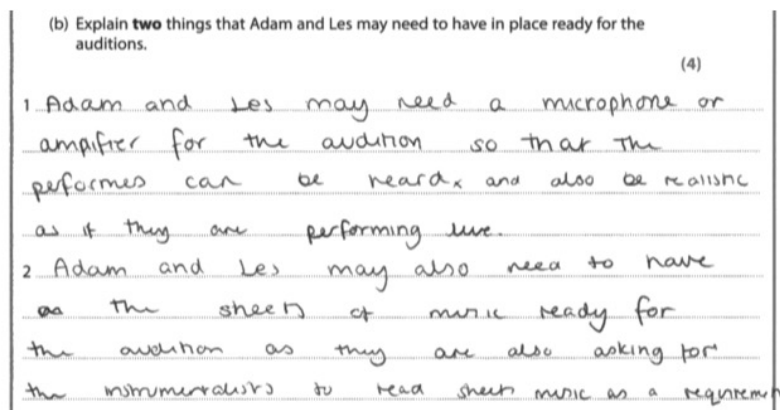
**14** Auditions require advance preparation from those holding the auditions as well as those attending.

(a) Explain **one** way a performer might prepare for an audition. (2)

Make sure they practice at home, do vocal exercises, drink loads of water, have mini rehearsals, maybe do some Karaoke;

**1 Mark**

**Q14b** is a 4-mark question asking learners to explain two things that Adan and Les need to have in place for the auditions. 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. This question requires two such responses. Many learners had good ideas and were able to gain at least two marks on this question with a wide range of relevant suggestions offered in response to the question. Commonly suggested correct responses included musical instruments for the auditionees to use, PA equipment so the audition could be heard, technical support to ensure equipment functioned as required, printed sheet music to check sight-reading abilities and a sound system for playing backing tracks. An example of a response that gained the full 4 marks is given here:



**4 Marks**

Some learners failed to offer explanations but still managed to gain 2 marks for two valid suggestions for things that might need to be in place for the auditions. A number of learners gave responses relating to 'equipment' with no further information provided as to what the intended form this equipment was. It was felt that this did not provide sufficient subject-specific information in order to be able to award a mark in this particular question. 'Equipment' could be almost anything, so without further clarification it was not possible to judge whether the suggestion was valid in the circumstances or not. Learners are encouraged to be as precise as possible and to avoid vague responses that might not provide sufficient information to be creditable.

The example below shows a response that gained two of the available four marks. The learner gave us two valid suggestions as to things that might need to be in place for the auditions, but no explanation of either of these was offered in order to attract the remaining 2 marks.

(b) Explain two things that Adam and Les may need to have in place ready for the auditions. (4)

1. Microphones

2. instruments

**2 marks**

**Q15** is one of two 8-mark questions on the paper which require an extended response. Both of these longer questions were often 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. Learners did slightly less well in the other longer question, Q19, than in this question. This is mostly because learners do not always plan their time effectively in the examination, sometimes running out of time by the final question. It is not unusual to see a learner write an extended response for the first long question, possibly using extra pages, but then run out of time in the second longer question, only having time to write a few lines. It is strongly suggested that learners resist the urge to get carried away and write extensively on one long question. Time is tight in the examination and extra time spent in this way usually means that there is not enough time for the learner to get all their ideas down in the second long question. Learners are advised to set time limits for these questions to ensure both are adequately addressed, returning once they have finished the other questions to add extra ideas if time allows. Learners do continue to demonstrate that they are comfortable with the expectations of these questions which suggests that centres continue to prepare their learners effectively.

**Q15** asks learners to evaluate the advantages and disadvantages of two options for a backing band for the show; to either hire an existing band or to hire separate instrumentalists to form a new band. Many learners displayed a secure grasp of the main issues, particularly with Option 1, hiring an existing band. Learners often suggested that the existing band would have chemistry as they are used to playing together and they also appreciated the saving of time and potentially money that this option might offer. Some learners surmised that members of the existing band may not all be of the same standard, with the possibility of one or two members being less strong. A few learners were able to suggest the complication that if the band decided to quit, they could lose all their instrumentalists at once.

These suggestions were often effectively compared in the discussion about Option 2. Learners appreciated that a newly formed band might take longer to get used to playing together but also that Adam and Les would be able to hand-pick the instrumentalists to get the precise combination they preferred as well as being able to vet instrumental ability for each player. Opinions were divided as to which option would be likely to prove the most costly, but learners were able to gain credit either way with a well-supported explanation.

Some learners erroneously concluded that the newly formed band would be comprised of novice performers. This led to uncreditable suggestions, for instance that the band would be very nervous and more likely to make mistakes or run off stage.

The example below is of a response that gained the average 3 marks. The learner has made a small number of points with little in the way of development or elaboration.

15 Adam and Les are considering options for the backing band.

Option 1: hire an existing band

Option 2: hire each instrumentalist separately to form a new band.

Evaluate the advantages and disadvantages of each option for Adam and Les.

An advantage of Adam and Les hiring an existing band is that they will have experience because they have already ~~performed~~ performed together lots of times so they will already know what to expect. A disadvantage of Adam and Les hiring each instrumentalist separately is that it could waste time because, firstly, they have to find each ~~instrumentalist~~ instrumentalist and then once they have found them, they have to practise playing together which will waste time whilst Adam and Les could be hiring a band already experienced with each other.

3 Marks



Where learners gained three marks or less, this was most often due to an under-developed response of restricted length rather than a response with incorrect ideas.

Below is an example of a response which was awarded the full 8 marks. The learner explores numerous ideas in detail, showing good insight into all the relevant issues and discussing the various consequences of each.

~~I will~~ today I will be evaluating the advantages and disadvantages of each option above for Adam and Les.

In option 1 the idea presented to us is to hire an already existing band. This has a lot of ~~some~~ advantages because the band will most likely already work well together and be able to communicate between themselves more due to ~~the~~ their friendship. This could result in rehearsals going much smoother and getting the job done faster. It would also mean that they may be more in sync, and roughly at the same difficulty level in all of their instruments, plus the price of hiring is likely lower than hiring an entire band in ~~of~~ separate components. Altogether this would result in less hassle, more work done and all at a smaller cost. However, the issues with hiring an entire band could cause significant problems. For example, if a top quality band drops out last minute, it would be more ~~a~~ challenging to replace them as a whole rather than just one instrument which could throw everything off completely. On top of this if a the band has an element missing that Adam and Les would prefer to have either they'd have negotiate the change and add someone else (which would sum up to a larger cost) or get rid of it all together, which could negatively impact the event.

In option 2, it is suggested to hire each element of the band separately but immediately this could bring up some dilemmas. The first challenge would be managing time. Not only would auditions take much longer but and it would take longer during rehearsals as everyone would have to learn the music and be in syn, and each person may have a different preference. There is also the chance of this option costing more money to hire which could put a dent in future plans due to limiting funding. On the other hand, there are advantages to weigh these out and balance them. By doing it separately it means they can choose all the elements they need specifically for the backing band and bring them all together to create the desired piece. Not only this but it ensures new friendships to blossom and which could lead to more future projects between them, and more a wider variety of selection for Adam and Les ensures they get the quality they wish for.

In my opinion option two is best as in option one I think the disadvantages outweigh the advantages heavily whereas in option 2 they are fairly balanced.

8 marks

## Section C

Section C includes questions based on a scenario about Brenna, the owner of a small independent record label.

**Q16** asks learners to identify three types of music industry organisation that might work with Brenna and her record label. Learners showed confidence when suggesting responses and displayed a particular preference for royalty collection organisations and unions. Popular answers included PRS, PPL, MCPS and MU. A few learners displayed a broader understanding of the question with relevant responses such as promoter, publisher, recording studio and marketing organisation. An example of a response that gained the full 3 marks is given below.

16 Identify **three** types of music industry organisation that might work with Brenna and BGB Records.

1. Distribution company. (e.g. DistroKid)
2. Royalties collector (e.g. PRS)
3. A unions (e.g. The Musicians Union)

(Total for Question 16 = 3 marks) **3 Marks**

A few learners suggested BECTU and also A&R. Both of these were not considered to be valid correct responses to the question and so did not gain credit. Others made the common mistake of identifying a job role rather than an organisation with answers such as studio engineer. Learners should always be careful not to confuse an organisation with a job role in this type of question, as a job role answer will not be creditable if the question requires a type of organisation. Credit was allowed in this question for learners identifying a union or royalty collection agency by name, so although 'royalty collection agency' is the correct response on the mark scheme, learners were also credited, on the same point, for either PRS, PPL or MCPS, for instance.

The most common reason for losing marks in this question was due to learners suggesting two or more of the *same* type of organisation, usually a union or a royalty collection agency. The question asks for three types of organisation, therefore expecting three different types. It is never possible to gain more than 1 mark for the same point in the examinations for this unit. So, if learners gave the names of three royalty collection agencies, they were only able to gain 1 mark as they had only identified one *type* of organisation.

The example below illustrates this point. This response gained 1 mark only:

16 Identify **three** types of music industry organisation that might work with Brenna and BGB Records.

1 PPL

2 PRS

3 MCPS

(Total for Question 16 = 3 marks) **1 Mark**

**Q17** asks learners to identify two ways that a record label generates income. This was quite a challenging question for learners, with less than a third gaining full marks. Popular correct responses included royalties, publishing, selling CDs or records, merchandise, performance fees and the monetisation of music or videos on social media.

17 Identify **two** ways that BGB Records generates income.

1 By selling music to radio stations or bigger companies to play.

2 monetisation of videos or sponsorships for things like Youtube, Soundcloud Spotify etc.

(Total for Question 17 = 2 marks) **2 Marks**

A number of learners gave the response 'selling music'. However, this was not credited as it was not considered detailed enough; 'music' can be sold in numerous ways, with the question requiring a more specific response. Learners who were able to suggest 'sell CDs', or 'sell records' or 'sell sheet music' gained credit, as it was clear what form of selling was intended.

The example below did not contain sufficient relevant information to gain credit and so did not get any marks.

17 Identify **two** ways that BGB Records generates income.

1 By Artists/bands

2 Selling music

(Total for Question 17 = 2 marks) **0 marks**

**Q18** is another two-mark 'explain' question where learners gain the first mark for a correct answer to the question and then the second mark for a valid explanation or consequence of the first answer. This question asks learners to explain two ways that an artist could make themselves more appealing to a record label. Learners offered a good range of valid ideas in response to this question, including establishing a strong fan base or social media presence, producing quality demos, performing regularly and standing out or being different enough to attract attention. An example of a response that gained the full 4 marks is given here:

18 Explain **two** ways that artists can make themselves more appealing to a record label such as BGB Records.

- 1 Already have an audience so the label will know future projects will sell due to there being a fan base set in place.
- 2 Have multiple tracks for the label to listen to, so the label can get a good understanding of an artist's capability and potential so they know how they can progress with an artist in the future.

(Total for Question 18 = 4 marks) **4 Marks**

Where learners only gained 2 of the 4 marks available, it was often because they made two valid suggestions but did not offer any kind of explanation, as illustrated in the example below, which gained 2 marks.

18 Explain **two** ways that artists can make themselves more appealing to a record label such as BGB Records.

- 1 They could mention ~~any~~ any previous ~~to~~ features they've had with other artists and show them the songs
- 2 provide an electronic press kit containing some background information and their best songs and achievements

**2 Marks**

This question highlighted a lack of understanding of this aspect of the music industry for some learners. In these instances, responses could be unrealistic or too vague to be creditable.

**Q19** is the second of the longer, 8-mark questions. It asks learners to discuss the opportunities and challenges of adding a new artist to the record label. Opportunities include a potential rise in profit, a diversification of the range of artists at the label, potential to raise the profile of the label and gain interest from fans as well as other artists. Challenges for the label included the chance that the new artist would not be successful, that resources would need to be committed at an early stage before any profits would be forthcoming and the extra time, effort and staffing that would be incurred. Most learners provided sensible responses to this question. Learners who scored fewer marks did so usually due to a lack of depth and breadth in their response. The example below gained 3 marks. Although this learner has filled the page, there are only a small number of points made and these are very brief and generalised. Learners are also reminded there is no need to repeat any parts of the question in their response; these will never gain any marks, they just take up valuable space and time.

19 Brenna is considering adding one or more new artists to her label in the hope of increasing profit in the future.

Discuss the opportunities and challenges for Brenna and BGB Records of adding a new artist.

Brenna considering adding more new artist in the hope of increasing profit in the future will lead to opportunities and challenges.

The opportunities that Brenna is going to get for adding a new artist is more money, more experience and ~~big~~ a better name and record company in the music industry. More singers will want to join.

The challenges that Brenna is going to face is trying to get her singers to the top of the charts, there's going to be a lot of competition and producing different styles of music for each individual singer will be hard.

**3 Marks**

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 2 page response, an example of a response that gained the full 8 marks.

19 Brenna is considering adding one or more new artists to her label in the hope of increasing profit in the future.

grow label

Discuss the opportunities and challenges for Brenna and BGB Records of adding a new artist.

One opportunity would be the chance of a new artist becoming very famous. Not only would this bring money into BGB Records, it would also lead to the ~~company~~ label being much more well-known, meaning they could take on many more artists in future.

One challenge for Brenna would be ~~press~~ stress that extra artists could bring on. Being in charge of the label as a whole there is a good chance she would have to take on extra responsibility due to having more artists signed on, meaning she would be doing more work than before.

This also links to the challenge that is money limitations. If the new artists don't bring in enough money to support the fee BGB Records pays out to them and the new staff they would have to hire to support the extra workload, Brenna may not be able to pay off the loan with which she started the label, and in fact may have to take out another loan to keep herself afloat, only putting her further and further into debt. This in turn may cause some staff and artists to leave the label, fearing ~~the~~ its increasingly precarious financial situation, which would

make it even harder to keep the label running.

Another challenge may be that if the number of artists signed on increases, it may become harder for BGB Records to develop ~~the~~ individual artists as their resources are stretched across more people. This could cause less money to be brought in as the artists are developed less, so they aren't improving to build up a larger following. ~~This~~ This could also lead some existing artists to leave the label since they feel they aren't getting what they want from the label, which takes money away from BGB. This could also aid BGB's competitors as the artists would be likely to go to another ~~local~~ small independent label which operates locally - exactly the kind of label BGB Records is competing ~~with~~ with.

One opportunity would be to grow the size of the label. Being more well-known would attract more artists in future, leading to more money coming in. Also, artists with bigger followings (who are therefore bringing more money in) are more likely to ~~sign~~ sign on to a larger label.

A challenge could be that the label was only set up 18 months ago. It could be seen as a risky move to try and branch out so early.

(Total for Question 19 = 8 marks)

8Marks



## Summary

Based on their performance on this paper, learners should:

- Take care to plan their time effectively, particularly when answering the two longer questions so as to avoid running out of time. Those learners who used extra paper writing an extended amount for one question rarely gained many, if any, more marks but did often seem to run out of time for other parts of the paper. Learners should aim to spend equal time on each of the longer questions and not write so much for one question that they run out of time for the other
- Continue to 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
- 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
- Try to provide a detailed, specific response, e.g., 'sell CDs' rather than just 'sell music'
- 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
- Be sure to offer answers that are sufficiently different from each other when required to give two or more answers. For instance, if you are asked to identify three types of organisation, these need to be three different types of organisation, not three of the same type
- 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
- Review the area of copyright as compared to performing rights so as to be clear on the distinction between the two

- 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
- 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.

For more information on Pearson qualifications, please visit

<http://qualifications.pearson.com/en/home.html>

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

