

Level 3 Lead Examiner Report 1906

Summer 2019

**BTEC Level 3 National in Music
Performance
Unit 2: Professional Practice
(20177K)**

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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, 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:

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Unit 2: Professional Practice (20177K)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	10	21	38	55

Introduction

This new externally-assessed unit forms part of the BTEC Level 3 Nationals Extended Certificate in Music Performance. It allows learners to demonstrate their knowledge and understanding of Professional Practice in the Music Industry.

This task-based assessment paper requires learners to respond to four activities relating to a given scenario. The scenarios presented are different for each series and are designed to explore a range of music industry-relevant settings as detailed in the specification for the unit.

The paper is presented twice a year, in January and in June. Learners have three hours of monitored preparation in which to undertake relevant research and create brief notes, followed by five hours to complete the assessment task under formal supervision.

Learner work is required to be saved onto a USB storage device and submitted with the relevant required documentation to Pearson.

Each activity is assessed according to the marking grid for the unit. A copy of the Mark Scheme can be seen [here](#).

Introduction to the Overall Performance of the Unit

This task was presented for the first time in June 2019, so this was the first time that learners attempted the assessment for this unit. In order to prepare, two sets of Sample Assessment Materials have been provided in order to demonstrate the form and scope of the potential tasks that may be presented. Centres also have access to Sample Marked Learner Work for this unit, providing detailed examples of effective and less-effective responses. Learners are encouraged to review the effective Sample Marked Learner Work as this provides a useful example of the standard of work expected for a very good response. A copy can be found [here](#).

The task required learners to create a bid for the role of music coordinator for a wedding. The clients, in this case the bride and groom, requested music suitable for various parts of the reception, including music while the guests entered and ate dinner. They also specified at least one cover band and a DJ for the later part of the evening. A budget of £3500 was given, along with fixed time limits for the day of the reception as well as for the planning period prior to the event. Learners were informed that the bride and groom were both 32 years old and that it would be a family event, with guests aged from 8 to 80 years old in attendance.

Although this was the first presentation of this task, learners applied themselves in a very positive way, providing thoughtful and well-considered responses. Learners seemed very comfortable with the scenario, often demonstrating a clear understanding of the expectations of music at this kind of event. The most successful responses tended to be from those learners who responded fully to each of the required bullet points for each activity and who also applied some creativity to the task where appropriate.

Set Task Activities

Activity 1: Project Plan

For this activity, learners were required to provide a description of their plans for the music at the wedding reception, specifically to include music suitable for the arrival of guests, music suitable for dinner, one or more cover bands and a DJ.

Most learners demonstrated a good understanding of the style of music required in these areas. Nearly all learners suggested appropriate ensembles such as a string quartet, jazz piano, harpist or solo violin for the early parts of the reception. Some learners suggested just one ensemble to cover both the arrival of guests and also dinner. This suggestion was considered less plausible. Not only is this contrary to the requirements of the brief, but four hours of the same artist would be unlikely to be satisfactory in the circumstances. Perceptive learners noted the ages of the clients and suggested a covers band that would provide music of the 90s, indicating that this might be the most appropriate for the wedding couple and their guests.

Example 1 (excerpt from a response that did well overall):

During the wedding breakfast, a live concert harpist shall perform. This is a good choice for the meal as the harp is not overpowering and people can still chat over it while enjoying the performance. I also sourced this act online on a website called 'Alive Network'. The website was very helpful as it informed me of what the harpist will bring with her, the price of her performance, how long it will take for her to set up and so on. I will book this performance through the website as it did not give me a number to call. Her performance will last for one hour. The website also informed me that the harpist will need a PA system to be provided for her. I sourced the appropriate system online on a site called 'Ace Bros'.

After the meal, speeches will be made as will the cutting of the cake. For the speeches, a handheld mic will be needed. I have sourced one out online and found a suitable one on the same site as the PA system ('Ace Bros').

Sam and Sheldon have requested a cover band to perform after the meal. The band that I will be hiring is a band called 'The Revival'. I also sourced this band from 'Tailored Entertainment' and this band also comes with two lots of one hour sets. They come with a professional PA system and lighting, they have PAT tested equipment and have public liability insurance, they perform special requested songs and have a pre-mixed disco for in-between their sets. This band play the biggest rock and pop hits from the 1960s to present and specialise in Britpop. This is a good choice of band as Sam and Sheldon are both 32 and most of their friends are around the same age so they would have grown up around that type of music, yet as the band play music from all eras, it is suitable for everyone aged 8-80.

Example 2 (excerpt from a response that did less well overall):

"As the advertisement has asked for live music into the A.M, I have asked three different bands to perform at the event ranging from £520 to £1075 and created a plan for when they need to perform to ensure the perfect night for the couple. I decided to have only three live bands as it is pricey to have back to back bands until the AM but to split it up with an all-inclusive DJ from 'Last minute musicians' with karaoke included to bring the price down a little bit as it is only £160 for the night and no additional set up required from myself. I picked two slightly similar love song bands to stick to the theme but had one band playing on entrance then another later into the night to have a mix of different music in between to cater to the 8-80 years old audience. I finally have a live band with more popular songs in the early AM as it is a break from the DJ and a contrast from all the love themed bands and more something you can properly dance to. Everyone but the DJ is hired from 'Tailored entertainment' a website specifically for wedding events.

All together I have spent £2325 on the artists as every artist does not require transport or setups, just 2X3 amp sockets which every wedding hall will already require meaning all I have bought is the artists themselves leaving me £1175 to give back."

The Set Task indicated that there was the opportunity to suggest other appropriate music acts in addition to those specified. This was intended as an opportunity for learners to demonstrate individual creativity in relation to the scenario. Many learners did not respond to this suggestion, however. Those learners who did respond were almost always able to gain extra credit with their suggestions. A common suggestion was karaoke, but a range of other ideas were offered including a lip-sync challenge and singing waiters. Suggestions of a silent disco were not considered appropriate in relation to the particular scenario. A few learners also suggested ideas which were too large in scope and or went beyond the requirements, such as providing a whole other marquee in which to run activities for the children.

Learners were required to provide details regarding how they would source and book the musical acts. This point was often missed out or responded to with the briefest of comments only. Many learners provided the link for a website that provides music for weddings and suggested this would be the extent of their research. Fewer learners provided a more considered approach, including scoping the local area for relevant talent and using word of mouth to find appropriate performers. A number of learners referred to relevant contracts and provided details as to the steps they would take to secure the acts, but there were often inconsistencies in the information provided.

As part of the project plan, learners were required to present two planned schedules, one for the 15-week preparation period up to the day of the reception and another for the running of the day itself. Most learners presented this information in the form of a table, which is considered to be an effective way of presenting the material and is encouraged for the future. The majority of learners presented the 15-week schedule with an entry in each of fifteen weekly sections. A few learners presented a more general form, for instance breaking this up into three-week sections instead, which generally also worked well. The most credible schedules contained much of the required work in the initial weeks and were not concerned that some of the later weeks did not have an entry at all. Some learners tried to space out the planned preparations into the fifteen sections, resulting in some tasks being scheduled too late to be feasible. Learners need to step back and consider the plausibility of the suggested schedule once it is created. A few learners presented steps that did not make sense, such as contracting the acts early on and then seeing if the client approved of them at a much later date.

Where learners suggested a running order for the day, the best responses had the coordinator arriving early and getting set up in good time. These learners demonstrated an understanding of the requirement for the event to run smoothly, so made plans for the quick changeover between musical acts, using the space at the venue effectively and suggesting the provision of recorded background music to fill any gaps.

Example 1 (taken from a response that did well overall):

On the day: set up and pack away plan	
Time	What to do
12:30	Arrive at venue, brief hotel staff and survey marquee, prepare to set up
1pm – 2pm	Set up staging equipment, sound engineer sets up audio and PA system
2pm – 2:30pm	Acts arrive. Brief acts on health and safety, make sure they have the equipment they need with them.
2:30pm – 3:30pm	Perform sound checks, tape down wires and make sure all exits are clear.
3:30pm – 4pm	Perform final health and safety check, put up necessary decorations and set up first act ready for arrival
4pm – 2am	Music. See later for more details...
2am – 2:30am	Pack away all equipment, don't need to pack away stage as we weren't responsible.
2:30am – 3:00am	Check we haven't left anything behind. Dismiss acts and leave venue.

Music schedule for the day:		
Time	Wedding event	Music
4:00 – 4:30	Guests arrive and socialise, photos taken...	String quartet
4:30 – 5:00	Newly weds arrive, drinks etc..	
5:00 – 5:30		
5:30 – 6:00		
6:00 – 6:30	Guests sit down to eat	Swing band
6:30 – 7:00		
7:00 – 7:30		
7:30 – 8:00	Speech's, thankyou's etc.	NO MUSIC (BREAK)
8:00 – 8:30	First dance, father daughter dance etc. (slow music)	Solo cover guitarist/vocalist
8:30 – 9:00	Dancing starts (disco)	Live cover band.
9:00 – 9:30		
9:30 – 10:00		
10:00 – 10:30		
10:30 – 11:00		
11:00 – 02:00am		
		DJ

Other learners did not appreciate this consideration and proposed that bands set up on stage in the middle of the event whilst another act was already performing on stage. They often made unsophisticated allowances for setting up and packing away of each ensemble, resulting in unwieldy 30-minute gaps in the music provision throughout the reception, or scheduled acts to perform for too short a time. These kinds of suggestions often indicated a weaker response.

The example below demonstrates some of these inconsistencies. There are multiple changeovers which would result in disruption of the music for the event. It appears the cello player is only playing for 15 minutes, which is too short a time to be feasible. Also the suggestion of a DJ at the start of the event, as the guests enter, is not well-justified.

Example 2 (from a response that did less well overall):

Here is a draft schedule for the acts and timings of the evening.

	<u>Time</u>	<u>Act</u>	
Arrive	13.45		
	14.00	Set up	
	14.30	Set up	
	15.00	Set up	
	15.30	Set up	
	15.45	Set up for first Act	
Guests Arive	16.00	DJ	
Guests Arive	16.30	DJ	
Guests Arive	16.45	DJ	
	17.00	Change Over	
	17.30	Cello Player	
	17.45	Change Over	
Dinner	18.00	Jazz Band	
Dinner	18.30	Jazz Band	23.00 Change Over
Dinner	18.45	Change Over	23.15 DJ
Dinner	19.00	Pianist	23.30 DJ
Dinner	19.30	Pianist	0.00 DJ
	19.45	Change Over	0.30 DJ
	20.00	Good Rock Band	1.00 DJ
	20.30	Good Rock Band	1.30 DJ
	20.45	Good Rock Band	2.00 People Leaving
	21.00	Change Over	2.30 Pack Away
	21.30	Headline Pop Band	3.00
	22.00	Headline Pop Band	
	22.30	Headline Pop Band	
	23.00	Change Over	

Finally, in this activity, learners were directed to consider any relevant health and safety requirements. A good number of learners responded effectively to this part of the activity, offering suggestions relating to electrical safety and PAT testing, trip hazards, fire safety, risk assessments and noise concerns as well as referencing relevant royalty considerations.

Example of response to health and safety aspect 1 (taken from a response that did well overall):

Risks	Severity	Chance	Possible Damage and Precautions
Capacity	Low	Very Unlikely	There should be a guests list at the entrance, checking how many people are in the event in order to ensure everyone is safe in the case of an emergency, which, as long as all health and safety regulations are followed, would be unlikely to occur.
Power Generator (Fire, Electrocutation) Burns,	High	Unlikely	The power generator is being provided by the hotel, so they should also provide professional assistance with its setting-up and maintenance. Power generators are highly flammable so must be kept outside. They also carry high voltages so should be covered from any water and rain. This should be covered by the hotel.
Weather	Low/Medium	Likely	Weather is unpredictable so the forecast for the date should be checked regularly during the weeks prior to the event to ensure any adjustments are made. In the case of severe weather forecasts such as storms or snow, it should be left to the couple to decide whether the event is to take place.
Cables	Low	Unlikely	All cables must be tucked safely away, and any unused wires should be tied up and kept off the floor to make sure no one can trip on them. If someone did trip, they may get a minor injury like a graze but to ensure that it isn't more severe and that no equipment is damaged, the precautions must be followed.
Noise	Medium	Unlikely	The sound must be kept at a safe volume at all times and acts should wear earplugs to protect their hearing. The guests will be told to keep at a safe distance from the stage to ensure their safety too. All noise laws should be followed and I will ask the hotel to inform and apologise to people staying in the hotel about the noise. Guests will also be warned before the DJ set to make sure anyone with sensitive hearing such as young children or the elderly has a chance to leave or protect themselves as necessary.
Alcohol-Related issues	Depends	Likely	Due to the presence of alcohol at the event, there is always the possibility of antisocial behaviour, tripping and illness. It is impossible to tell whether anything like this could happen and to whom it will happen but drinking safely will be left to the discretion of the guest.

The couple will be expected to have wedding insurance, protecting themselves from any legal issues such as: guests getting injured due to not following the health and safety regulations, guests losing personal belongings, damage to equipment which isn't their fault etc. This will be included in the budget and will cost around £50.

All acts must give proof that they are part of a trade-union.

PPLPRS (TheMusicLicense) must be bought for the event which should be around £40. This is to abide by copyright laws and allows recorded music from other artists to be played (by the DJ) and for the cover artist to perform songs which they haven't written.

Where learners offered a less-effective response, they often focused on the health and safety aspects too much, failing to recognise that some obligations would already be in place at the venue. A few learners did not comment on this aspect at all. Learners must remember to attempt all parts of each activity to access the full range of marks available.

Learners are reminded that the full explanation as to *why* they make each of their choices in relation to the task is not required in this first activity. Activity 1 requires an outline of the planned ideas only, not the thinking behind the ideas. Learners should save their full explanation for Activity 3: Rationale, where they are required to present justifications for their decisions. Although it is tempting to provide an explanation when presenting initial ideas, learners will not be making best use of their limited time by adding extra information into Activity 1 when it is not required.

Activity 2: Budget

This activity requires learners to give estimated costs for providing music for the wedding reception. In this particular activity, this is broken down into four areas; payment of each of the musical acts, costs for the relevant musical equipment hire, the coordinator fee and any other expenses.

Most learners provided the budget information in a table, which is a recommended way of outlining this information. However, the activity requires that learners provide the estimated costs and also justify them. A good number of learners failed to provide much justification for their suggested costings. Whilst a table is a good, clear way of listing the breakdown of the various expenses, learners must be sure to also provide some accompanying justification. This can be added to the table or may be more appropriate as additional text below the table. Learners who just provide a table with figures and no additional supporting justification did not achieve well in this activity.

Overall, most learners were able to suggest appropriate costings for the musical acts since these were often effectively researched online. Accuracy of musical equipment hire was more variable, with suggested prices covering quite a wide range. Some learners made inappropriate suggestions regarding the equipment they would need, with unnoticed absences of essential equipment or, in a few instances, the expensive suggestion that two PA systems were hired, in case one did not work. Occasionally learners proposed purchasing the equipment instead of hiring, which was considered a less creditable response, particularly as hiring is specifically mentioned in the brief.

Some learners justified their coordinator fee effectively, for instance by calculating the number of hours they might spend on the project and suggesting an appropriate price per hour for their time. The amount that the coordinator should receive varied greatly, from around £2000 of the £3500 budget to zero. It was not considered appropriate that the coordinator should get either zero or an implausibly low fee. Suggestions along these lines demonstrated a lack of effective budgeting overall. Where learners suggested an especially high fee, they needed to work hard to credibly justify this.

Some learners suggested persuading friends or learners to perform for no fee in order to keep the costs down. Although some consideration of controlling costs is appreciated, it was not considered appropriate given the scenario. Where learners presented a budget that fell far short of the available £3500 this usually demonstrated a weaker response.

Example 1 budget (taken from a response that did well overall):

<i>"Below are my accurate costings for the event:</i>	
Items	Cost(s)
<i>GM Sound Hire</i>	<i>£300</i>
<i>Sound Engineer</i>	<i>£100</i>
<i>Tara Simms</i>	<i>(Total - £213.75 inc VAT) £78.75 Deposit £136.00 left to pay after deposit</i>
<i>Raymond Keys</i>	<i>£250 inc VAT</i>
<i>The Good Habits</i>	<i>£898 inc VAT</i>
<i>Stylus</i>	<i>£800 inc VAT</i>
<i>DJ- Ultimate Party – Silver Package</i>	<i>£200 + 10%VAT (Total £220)</i>
<i>Personal Public Liability Insurance</i>	<i>£42.75</i>
<i>Weather / rain proof electrical covers</i>	<i>£5.50</i>
<i>Potential PAT Testing</i>	<i>£2 per electrical appliance</i>
<i>Music Co-ordinator fee</i>	<i>£650</i>

Tara is a self-employed acoustic guitarist that I sourced via the agency 'Encore'. Because I booked her via the agency, I was able to pay a reasonable deposit, so that the upfront cost was not as expensive. For one hour of music, £213.75 is very reasonable. Moreover, Tara had superb recommendations, so I am confident that she will provide the appropriate music for the occasion. Raymond Keys was also booked via an agency, however I found his profile via 'Entertainment Nation'. Raymond will be playing two hours of music to accompany the formal dinner, commencing at 17:00. £250 including VAT is exceptionally good value. I was able to book Raymond at a discounted price because we are able to provide him with a PA and lights, so that he does not have to bring his own; therefore, taking money off his standard cost. The Good Habits are a Pop and Rock band consisting of 3 members. £898 is a large section of the budget, however I had to factor in that there are four members of this group, as opposed to one member. They will also be bringing their own amps, drums, guitars and additional leads. This tells me that their high price for hire is fully justifiable. Stylus are the closing band before the DJ- this act consists of 4 members, Stylus are travelling from a fairly large distance in comparison to the other acts, so naturally I expected their hire cost to be somewhat expensive. The DJ is part of Ultimate Party's 'Silver Package' which includes a lot for one pack and the price. This package comes with its own PA also, so the DJ can set up whilst the other acts are on, if required.

The PA system has been hired with GM Sound Hire that also provide a sound engineer to set up, sound check, manage the live sound, and take down the PA once the event has finished. I hired the 'Large Live Band Package' which is 2nd highest in the GM Sound Hire range. I believe that this will be more than sufficient for providing a suitable level of sound, and it will accommodate all acts in terms of mixing desk capability.

Regarding additional expenses, I have taken out Public Liability insurance for myself, specific for this event. This ensures that if anything should happen to me, I am covered. Although not very expensive, I believed it to be a necessity, considering that all acts also have public liability insurance. Despite the stage being covered by a marquee, I have purchased rain proof covers that can cover all electronics in case of rain, snow, hail or extreme heat. Additionally, I have left money in the budget for the unlikely event that items will need PAT testing so that they are safe.

For my own costs, I will require a fee of £650 for my work as music co-ordinator; arranging all acts and appropriate equipment hire / purchase."

Example 2 budget (taken from a response that did less well overall)

In the following example, the learner has awarded themselves an overly generous fee. The pricing for PA hire is unrealistic. The learner has also suggested hiring a minibus to transport bands and equipment. This is a less-feasible suggestion, particularly for equipment transportation. The price for the minibus hire is also extremely high for one day. In addition, expenditure on the musical acts is less than might be expected in the circumstances.

<u>Budget</u>		
<u>Running costs</u>		
Music coordinator, (Myself) £8 an hour, 3 hours a day. Working 5 days a week. Total number of weeks = 15	$3 \times 8 = 24$ $24 \times 5 = 120$ $15 \times 120 = 1,800$	My total fee -£1,800
<u>Capital costs</u>		
Hudson DJ – playing until wedding is over	£500	
Crossfades – playing till after the arrival of the guests and while the speeches	£425	
Eye Drum – playing whilst dinner.	£400	
Music Tech – 2 mics, 2 speakers, 400w PA system and leads and stands. All of this for 24 hours allowance.	£45	
Mini Bus - holds 19, with storage for the music equipment. One days use.	£448.50	
Food/refreshments – mainly for the band.	£22	
	Total Costs for Capital/Running costs = £3,640.50 £140.50 over the fee. In result, am willing to subtract away from my wages as the Music coordinator. My fee - £1,800 -£140.50 My updated fee - £1,659.50	

Activity 3: Rationale

In this activity, learners are free to explain all of their ideas. As mentioned above, learners should try to avoid explaining their thinking in Activity 1 and instead use Activity 3 to justify their suggestions.

Learners are directed to three areas in this activity. The first is to discuss their reasons for the acts they selected and why they would be suitable for the event. Many learners provided sensible responses to this section, discussing, for instance, the elegant ambiance created by a string quartet and explaining how this would set an appropriate tone over dinner so as not to drown out conversation.

The second area to be addressed asked learners to explain their decisions behind the scheduling of the musical acts.

The final area for discuss required the justification of decisions relating to equipment and resources. This area tended to be less thoroughly answered. A few learners offered details of the size of PA and why this would be appropriate in the particular space. Some learners demonstrated creativity by justifying their inclusion of a smoke machine or bubble machine in order to enhance the guest experience during the DJ set, for instance.

Activity 3 provides space for learners to explain their decisions and demonstrate their level of understanding of the music industry. Learners are encouraged to provide as much insight and justification of their thinking as possible in this section.

Example 1 (excerpt taken from a response that did well overall).

The example below demonstrates an effective rationale for one of the musical acts:

"As requested by Sam and Sheldon, there will be two live bands to start after the formal dinner. The first of two are, The Good Habits, a rock and pop band based in the local area. This band consists of a guitarist, bass player and drummer, all of whom sing as well. They are essentially a covers band that play songs from such bands as The Artic Monkeys, Oasis, The Beatles, Bruno Mars and many more; a through mix of music that should hopefully please the demographic of guests. A big attraction for this band is that they are able to learn songs that have been requested by clients, such as a first dance, or take general requests in advance. This is why in my 15-week plan, I allowed time for me to contact the clients to ask if they did have any specific songs that they wanted playing, so that I had time to liaise with the band to make sure that they are able to perform said songs. Their music will have the gusts up on the dance floor, and get them ready for the band that will be following them."

Example 2 (taken from a response that did less well overall)

The example below demonstrates a lack of useful detail to support the learner's suggested musical acts. This response also demonstrates a lack of understanding as to the likely requirements and expectations of the client with a focus almost wholly on saving money rather than the quality and type of music act.

I booked Sound city as the main band because they looked professional. As there was only 3 of them, that meant that there was less equipment for me to hire, which meant I had more money left in the budget. This band also provided their own guitar, bass and full drum kit. This was good because I didn't have to hire all of the more expensive pieces of equipment.

Next, I booked Edmond Oakley, the pianist. I booked him because Sam and Sheldon said that they wanted some live music being played whilst their guests are arriving at the venue, so that is what I did. I also booked him because he has had over 25 years' worth of experience and plays a range of different genres.

Lastly, I booked Dillion as the DJ. The reason why I booked Dillion is because he was a good price that went with our budget. Also, he brought all of his own equipment, this meant that we didn't have to waste more money on all of the equipment for him.

Activity 4: Pitch/presentation

The final activity requires learners to create a presentation of 6-10 slides with accompanying brief presenter notes. The presentation in this particular activity was aimed at the clients, the bride and groom, with the aim of winning the contract for the music coordinator job. Learners were directed to include an overview of the proposed music, an outline of how they would manage the day so that it runs smoothly and reasons why they should be awarded the contract.

Some learners did an excellent job of their presentation. The best responses showed a high level of consideration for the target audience, re-presenting their ideas in a way that was designed to appeal to the bride and groom. These responses were persuasive and gave a feeling of confidence in the presenter and their ability to successfully coordinate the music for the wedding. In these examples, slides provided a relevant outline only. The presenter notes, provided under each slide, gave an effective outline of prompts for the presenter, making the approach clear and easy to follow. The language of these best responses was clearly directed, in tone, to the client.

Example slide 1 (taken from a response that did well overall):

AIM:

To organise the music at your wedding within the budget of £3500.

My personal aim: to have a variety of artists within the budget that are suitable for your wedding within the budget. I will ensure that everything on the day will run smoothly with the music as I will run through each of the individual artists set lists for the day beforehand (within the 15-weeks prior to the wedding).

- Got the best acts within the budget range
 - Why is this my aim? To give the bride and groom the 'best day' of their lives and to enhance it through the musical acts that perform
 - 15 week run through to display my effectiveness and good time management skills (will be given as a handout)

Example slide 2 (taken from a response that did well overall):

A further look into the proposed music:

- We will audition all bands and film it so you can see.
- Without your approval, we will not make any decisions on your behalf
- You have full control, just without the stress

Talk them through the auditioning process, ask them if they have any specific questions they would like to ask the acts themselves. Stress how if they are not happy with one single bit they can change the acts because we have many alternatives. Tell them how they still have all the control and they approve our big decisions we are just lifting the weight of their shoulders. Once the bands are auditioned they will immediately receive a film of the audition and they can approve whoever they want to. It is completely up to them.
(spend 2 mins on this)

In less successful presentations, some learners simply copied and pasted sections from the earlier parts of their response, which was often inappropriate and failed to address the intended audience sufficiently. It was not considered likely that the clients would need to know every detail of the 15-week preparation period, for instance. It was certainly not considered wise to paste the entire budget into the presentation, allowing the clients to see all the details including how much the coordinator was proposing to pay themselves.

Some learners failed to provide any notes, instead putting a large amount of detailed text into each slide which did not show a good consideration of the audience as required in this activity.

Example 2 (taken from a response that did less well overall):

15 week plan

Weeks	Tasks
Week 1	Meet with the couple to discuss the ideas they gave in the brief in more detail
Week 2	Visit to the gardens of Welsey Hall to look at the space that will be used
Week 3	Begin to plan the budget and start researching different artists, DJs and cover bands and their fees
Week 4	Send the couple some samples of the acts I have researched performances, finalize the budget and send to the couple
Week 5	Meet with the couple again to discuss the samples and discuss whether they liked them or want to change them, discuss the budget with the couple
Week 6	Visit to Welsey Hall to conduct a risk assessment of the marquee
Week 7	Finalize the artists and the artists fees
Week 8	Begin a draft of the artists performance schedule and get schedule of the day from the wedding planner
Week 9	Discuss the licenses with the venue. After 11pm, PPL and PRS
Week 10	Song requests to acts submitted
Week 11	Pay artists deposits
Week 12	Hire equipment
Week 13	Final venue visit to figure out layout and to discuss extended licence
Week 14	Final plans made and confirmed with artists,
Week 15	Final meeting with the couple to discuss chairs, food and beverages for the performers, pick up equipment hired and double check artists are coming

I created this 15 week plan to give the couple an idea about what I would be doing to prepare for this event over the 15 week time period I would be given. In this 15 week plan I have ensured to include everything that I, as a coordinator, would have to research and take care of. I will use this as a checklist of all the aspects I would need to take care of before the final event.

Summary

Based on the responses seen in this series, the following should be noted:

- Learner work should be saved onto a USB storage device and submitted to Pearson along with the appropriate register and signed declarations. Hard copies (print-outs) of learner work are **not** required to be submitted;
- Learners are encouraged to read all parts of the Set Task Brief and the Set Task carefully;
- Learners are encouraged to research widely during the preparation period and not just take information from the first web page that a search engine presents;
- Learners are strongly advised to ensure they have addressed all bullet points for each activity and to not miss any out;
- It is expected that tasks will always contain some opportunities for learners to express individual creativity; learners would be well advised to take advantage of these opportunities;
- Learners should keep in mind that Activity 1 only needs to contain the project planning and should try to avoid using up valuable time providing an explanation of ideas in this section. The explanation and justification of ideas should instead be presented in Activity 3: Rationale;
- Activity 2: Budget requires the justification of costings as well as simply presenting costs. Learners need to ensure they include some supporting text in this activity, not just a table with figures;
- An important part of Activity 4: Pitch/presentation is directing the presentation to the intended audience. Learners should be encouraged to write the text of the slides and the notes so it is appropriate for the audience specified in the Set Task. Learners should avoid simply copying and pasting earlier information into these slides as this is unlikely to be completely appropriate;
- The Sample Marked Learner Work, which can be found online, includes an example of a strong response to an example Set Task which learners may well find useful to review in order to inform their own approach.

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