



Pearson



Mark Scheme (Results)

January 2020

BTEC Level 3 National in Music  
Unit 2: Professional Practice  
in the Music Industry



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# **Unit 2: Professional Practice in the Music Industry – marking grid**

## **General marking guidance**

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## **Specific marking guidance**

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their response.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

<b>Activity 1: Project plan</b>		20 marks		
0	1–5	6–10	11–15	16–20
Level of response not worthy of credit.	<ul style="list-style-type: none"> <li>• Demonstrates a limited knowledge of planning requirements of the music industry</li> <li>• Basic application of research skills, which occasionally meet requirements of brief</li> <li>• Resource planning is limited to broad headings and generalisations</li> <li>• Timings are incomplete and limited in scope</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of planning requirements of the music industry</li> <li>• Competent application of research skills, which sometimes meet requirements of the brief</li> <li>• Evidence of resource planning provides some support for the bid</li> <li>• Timings are mostly coherent and address some requirements of bid</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of planning requirements of the music industry</li> <li>• Effective application of research skills, which mostly meet requirements of the brief</li> <li>• Evidence of relevant resource planning mostly supporting the bid</li> <li>• Timings are coherent and effectively address the requirements of bid</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of planning requirements of the music industry</li> <li>• Comprehensive application of research skills to fully meet requirements of the brief</li> <li>• Evidence of detailed and considered resource planning, fully supporting the bid</li> <li>• Timings are comprehensive and fully address the requirements of bid</li> </ul>

<b>Activity 2: Budget</b>		15 Marks		
0	1-3	4-7	8-11	12-15
Level of response not worthy of credit.	<ul style="list-style-type: none"> <li>• Demonstrates limited awareness of financial considerations with little relation to the scenario</li> <li>• Costings are rarely realistic or feasible</li> <li>• Budgeting evident but contains inaccuracies/omissions and is communicated with limited clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some awareness of financial considerations partly related to the scenario</li> <li>• Costings are sometimes realistic and feasible</li> <li>• Budgeting contains some inaccuracies/omissions and is not always communicated clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the financial considerations mostly related to the scenario</li> <li>• Costings are mostly realistic and feasible</li> <li>• Budgeting is mostly accurate and consistent and is mostly communicated clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates detailed understanding of the financial considerations fully related to the scenario</li> <li>• Costings are fully realistic and feasible</li> <li>• Budgeting is fully accurate and comprehensive and is communicated clearly</li> </ul>

<b>Activity 3: Rationale</b> 20 marks				
0	1–5	6–10	11–15	16–20
Level of response not worthy of credit.	<ul style="list-style-type: none"> <li>• Choices are supported with simple comments showing limited awareness of the requirements of the scenario</li> <li>• Justification of decisions shows limited consideration of the scenario</li> <li>• Limited understanding of the music industry is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Choices are supported with relevant comments showing some awareness of the requirements of the scenario</li> <li>• Justification of decisions shows some consideration of the scenario</li> <li>• Some relevant understanding of the music industry is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Choices are mostly supported with relevant comments showing sustained awareness of the requirements of the scenario</li> <li>• Justification of decisions is considered and mostly supports the creative vision</li> <li>• Secure and relevant understanding of the music industry is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Choices are fully supported with developed comments showing sustained awareness of the requirements of the scenario</li> <li>• Justification of decisions is persuasive and fully supports the creative vision</li> <li>• Comprehensive and relevant understanding of the music industry is evident</li> </ul>

<b>Activity 4: Pitch/presentation</b> 15 marks				
0	1–3	4–7	8–11	12–15
Level of response not worthy of credit.	<ul style="list-style-type: none"> <li>● Pitch/presentation demonstrates limited understanding of the scenario</li> <li>● Pitch/presentation is unstructured and arguments are lost or not followed through</li> <li>● Pitch/presentation demonstrates limited awareness of the audience</li> </ul>	<ul style="list-style-type: none"> <li>● Pitch/presentation demonstrates some understanding of the scenario</li> <li>● Pitch/presentation has some structure and arguments show attempt at persuasion with gaps or inaccuracies</li> <li>● Pitch/presentation demonstrates some appropriate awareness of the audience</li> </ul>	<ul style="list-style-type: none"> <li>● Pitch/presentation demonstrates secure understanding of the scenario</li> <li>● Pitch/presentation is structured and arguments are developed and largely persuasive</li> <li>● Pitch/presentation demonstrates effective awareness of the audience</li> </ul>	<ul style="list-style-type: none"> <li>● Pitch/presentation demonstrates comprehensive understanding of the scenario</li> <li>● Pitch/presentation is well structured and arguments are fully developed and persuasive</li> <li>● Pitch/presentation demonstrates fully appropriate awareness of the audience</li> </ul>