



Examiners' Report Lead Examiner Feedback

January 2022

Pearson BTEC Nationals
In Music (21512E)
Unit 1: The Music Industry

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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>

Awarding BTEC qualifications in 2022

Ofqual has [set out their plans](#) for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular

qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found [on our website](#) and via our Social Media channels.

Unit 1: The Music Industry

Grade	Unclassified	Level 1/2			
		L1	P	M	D
Boundary Mark	0	17	24	31	39

Introduction

This examination was presented for the 14th time in January 2022 and therefore is very well established. Learners have, for some time, demonstrated a secure understanding of the expectations of this paper and usually demonstrate strong exam technique, particularly in the addressing of the two longer questions in this paper. This examination was no different; in fact, learners responded particularly strongly in this series. Learners often demonstrated a clear confidence in their subject knowledge and appeared comfortable with the expectations of the examination.

Introduction to the Overall Performance of the Unit

Learner confidence is again demonstrated by learners attempting a strong response to all of the questions in the paper, particularly the two extended response questions. Learners approached both of these longer questions equally, with evidence of their prioritising these ahead of some other questions to ensure an attempt was made for both. In previous series, it is sometimes seen that the final extended response question of the paper is answered a little more briefly, which is presumed to be due to the time constraints of the examination. In this series, this was not the case, with learners appearing to favour the final extended response question and evidence that this was sometimes answered ahead of other questions in the paper. This is a further example of learners applying good examination technique to prioritise questions they feel confident in answering.

In this examination it was rare for a learner to leave any question blank and in general responses were attempted for all questions by most students.

Individual Questions

Section A

As in all previous papers, the first five questions are multiple choice questions which are worth 1 mark each. Q1, Q2 and Q3 were answered successfully by learners, with nearly 80% gaining the mark for each of these questions. Q1 asks learners to identify the job role responsible for arranging and leading rehearsals. The correct response is musical director. Q2 asks learners to identify a responsibility of A&R with the correct response being scouting for talent. Q3 asked learners to identify a responsibility of PPL PRS with the correct response being collecting royalties.

Learners found Q4 the most challenging of the five multiple choice questions. Q4 asked which one of the four options was not a responsibility of a music producer. The options given were artistic overview, creative management, sample clearance and stage planning, with the final of those four - stage planning - being the correct response. The three suggestions that are responsibilities of a music producer are taken directly from the Specification. Learners should be familiar with all the job roles and their responsibilities as given in the Specification as these will always feature in the examination. Learners should also take care in these multiple choice questions to note when they are required to identify something that is *not* required. There is usually at least one question like this in every paper. If learners do not read the question carefully, they might miss the word 'not', leading them to select an incorrect response. Q4 was answered correctly by just 42% of learners.

Q5 asked learners to identify one reason a musician would use an invoice. Although this is also taken directly from the Specification, this subject has occurred in previous examinations much less frequently. Learners did not always seem familiar with the subject of invoices, with just over 50% of learners giving the correct response which was to get paid. The most commonly selected wrong answer was to get work.

Q6 asks learners to identify the type of organisation responsible for moving CDs from warehouses to retail outlets. There are two potential correct answers, distributor or transport. An example of a correct response is given below.

A screenshot of a question interface. At the top, there is a toolbar with icons for undo, redo, highlight, eraser, pencil, and text color. To the right of the toolbar is a dropdown menu labeled 'Add a pre-defined ann...' and a 'Reset Zoom' button. The question text reads: '6 Identify the type of organisation responsible for moving CDs from warehouses to retail outlets.' Below the question, the word 'Distribution.' is handwritten in blue ink. At the bottom right of the question area, it says '(Total for Question 6 = 1 mark)'.

Just over half of learners gained the 1 mark available for this question. Where learners did not gain the mark, and incorrect job role was often suggested instead, as seen in the example below.

A screenshot of a question interface, identical to the one above. The question text is the same: '6 Identify the type of organisation responsible for moving CDs from warehouses to retail outlets.' However, the handwritten answer in blue ink is 'Roadie'. At the bottom right, it says '(Total for Question 6 = 1 mark)'.

Learners should take care to note if a question asks for a type of organisation rather than a job role. A job role will not be a creditable answer in these instances. Even if the learner is not sure of the correct answer, it would be better to suggest a type of organisation as their answer rather than a job role.

Q7 asks learners to name the job role responsible for three specified tasks. There are several valid responses including composer, arranger, songwriter and producer. 60% of learners gained this mark, with composer being the most popular correct answer as illustrated here:

7 Name the job role that:

- responds to creative music briefs
- orchestrates music
- creates scores and parts.

Composer / song writer

(Total for Question 7 = 1 mark)

The most common incorrect response was conductor. The role of conductor is not usually responsible for orchestrating music or for creating scores and parts, so this was not considered a valid response.

7 Name the job role that:

- responds to creative music briefs
- orchestrates music
- creates scores and parts.

music conductor

(Total for Question 7 = 1 mark)

Q8 asks learners to give two responsibilities of a recording studio engineer. Learners responded well to this question, with three-quarters of the cohort gaining the full 2 marks, as seen here.

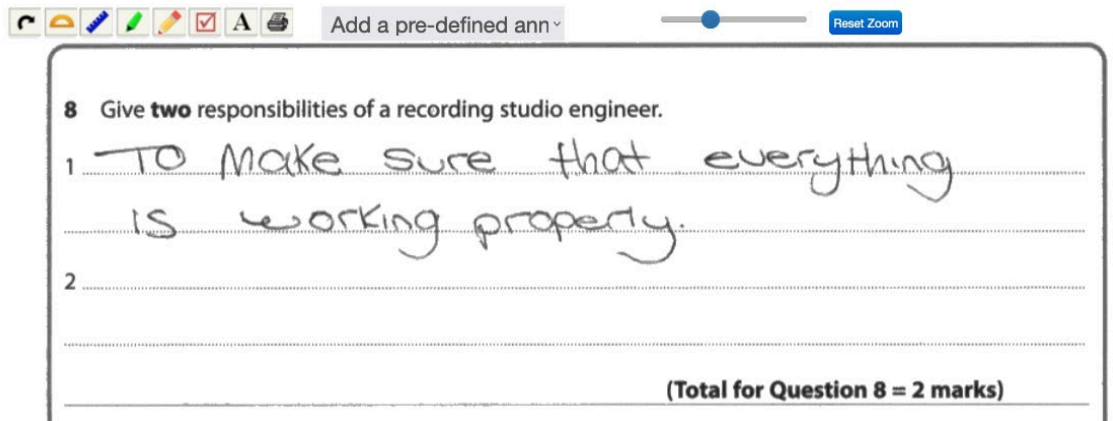
8 Give two responsibilities of a recording studio engineer.

- 1 To check all equipment is up to date and working.
- 2 To oversee and ensure all sound levels are correct.

(Total for Question 8 = 2 marks)

Valid responses often related to setting up equipment for the recording session, operating recording equipment and monitoring and adjusting levels. A good number of learners suggested responses relating to fixing broken equipment or mitigating health and safety risks such as trip hazards. Although these responses were sometimes included within the scope of the mark scheme for this question, they are not necessarily the main responsibilities of a recording studio engineer. When demonstrating their music industry knowledge, learners should be encouraged to provide industry-specific answers that relate to the question as closely as possible as these are likely to be stronger responses. Health and safety is an important aspect in the music industry and it features in the Specification, but relying too heavily on health and safety aspects when answering questions in this examination will only get learners so far.

Where learners failed to gain marks in this question, it was often because the answer provided was too vague to be creditable. A response such as 'make sure everything works' is not specific enough for credit as it does not demonstrate that the learner has sufficient music industry knowledge to address the question. Learners should be sure to include music industry terminology wherever possible and should certainly avoid using the word 'everything' when responding to questions such as this one. An example of such a response, gaining no marks, is given below.



Other incorrect responses related to the responsibilities of the studio manager, rather than the studio engineer. These included making sure equipment is up-to-date and making sure the studio is soundproofed, for instance and are considered to be outwith the remit of the recording studio engineer role and therefore not creditable.

Q9 is a question about music industry organisations. The question asks learners to identify two types of organisation involved in artist representation. To gain credit in this question, learners are required to

identify a type of organisation, rather than a job role or indeed a specific organisation. Learners often identified a job role such as manager or agent and therefore did not gain credit since these are not types of organisation. Some learners, as illustrated in the example below, identified of the names of specific organisations rather than types of organisations. This is also incorrect. Learners should be reminded that if a question asks for a type of organisation, the correct answer will not be a specific named organisation.

9 Identify **two** types of organisation involved in artist representation.

1 Sony

2 Universal

(Total for Question 9 = 2 marks)

There are a number of potential valid responses for this question in the mark scheme, including PR, agency, management, a record company, union, publisher and A&R. An example gaining the full 2 marks is shown below.

9 Identify **two** types of organisation involved in artist representation.

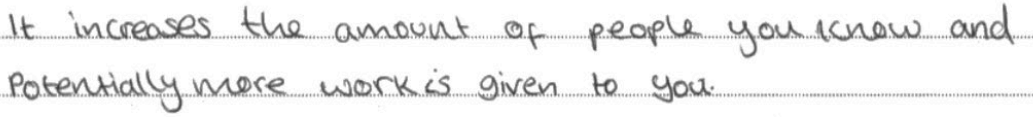
1 A&R

2 Record label

(Total for Question 9 = 2 marks)


This question proved rather more challenging to learners, with only around one third of the cohort gaining the full 2 marks.

Q10 is a 1-mark question asking learners to give one benefit of networking in the music industry. Just over half of the cohort provided a correct response, often providing answers relating to widening professional relationships, creating new opportunities and furthering a career, as seen in this example:



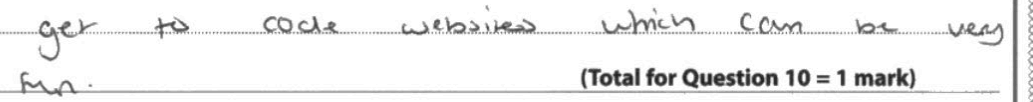
(Total for Question 10 = 1 mark)

Some learners gave a response such as to make more money or make more sales, as illustrated below. These answers did not gain credit as they are not a direct benefit of networking in the music industry. It might be that the suggestions are ultimately an end result of networking, but these were considered too indirect to be creditable.



(Total for Question 10 = 1 mark)

A few learners did not appear to be familiar with the concept of networking in the music industry, instead providing suggestions that related to computer networking. This type of response is also incorrect.



(Total for Question 10 = 1 mark)

Q11 is a question about working patterns and asks learners to identify one advantage and one disadvantage of short-term contracts for a performer in the music industry. Many learners found this question a challenge as it requires the application of knowledge of short-term contracts. Where students gained a mark for the advantage, responses often related to the opportunity to try out a range of different things or to experience variety or that if they did not enjoy the job particularly they would not have to put up with it for very long:

11 Identify **one** advantage and **one** disadvantage of short-term contracts for a performer.

Advantage You can change from multiple places and don't have to stay in one place. You will get multiple ^{experience}

Disadvantage that you have one pay and don't know the next time you will get paid.

(Total for Question 11 = 2 marks)

Learners sometimes suggested that the contract would last a short time. This response was not considered creditable as the learner is not providing any additional information above that already provided in the question. Learners should be reminded that marks are never awarded for repeating material that is provided in the question paper. For the disadvantage, the most common correct response related to instability of income or a lack of continuity in employment, requiring the performer to continue to have to seek work. Incorrect disadvantages often related to earning less money, as seen in the example below. These responses were not considered creditable as it is not necessarily true that a short-term contract results in less money. A short-term contract could be comparatively well paid, so suggesting that short-term contracts were always poorly paid is not creditable. However, if learners related a short period of earnings to an unstable income, this was creditable as this is a fact.

11 Identify **one** advantage and **one** disadvantage of short-term contracts for a performer.

Advantage More performances for the performer

Disadvantage earning less money for short-term contracts.

(Total for Question 11 = 2 marks)

Q12 is the final question of Section A and the first 'explain' question of the examination. In this two-mark question, 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. The question asks learners

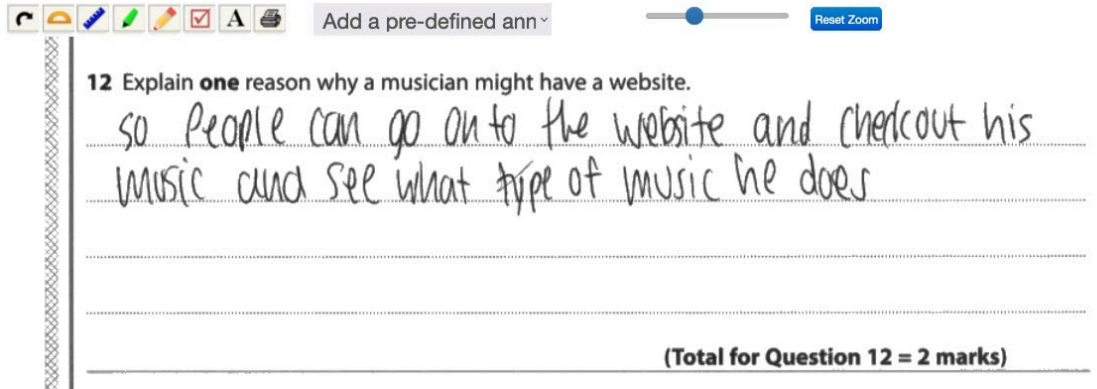
to explain one reason why a musician might have a website. Q12 proved very accessible to learners with nearly 80% gain in the full 2 marks. Learners were often able to suggest that the website might provide a focal point for fans for promotional purposes who could access it to purchase tickets for a performance or to purchase merchandise. An example of a response gaining the full 2 marks is given below

The screenshot shows a digital assessment interface. At the top, there is a toolbar with icons for erasing, highlighting, drawing, and text formatting. Below the toolbar is a text input area with the question: "12 Explain **one** reason why a musician might have a website." The handwritten answer reads: "They may have a website to promote themselves to a larger audience online, which will lead to more people interested and potentially more money earned." At the bottom right of the answer area, it says "(Total for Question 12 = 2 marks)".

Some learners were able to provide a correct answer to the question but did not go on to provide a subsequent explanation, thus only gaining one of the two available marks, as seen here:

The screenshot shows a digital assessment interface. At the top, there is a toolbar with icons for erasing, highlighting, drawing, and text formatting. Below the toolbar is a text input area with the question: "12 Explain **one** reason why a musician might have a website." The handwritten answer reads: "To promote new or upcoming releases of their music." At the bottom right of the answer area, it says "(Total for Question 12 = 2 marks)".

Sometimes learners provide two separate correct responses, neither of which is an explanation of the other. In these situations, the learner can still only gain one mark from the two available. The second mark in 'explain' questions is reserved for an explanation or consequence of the first valid idea and so can only be gained when learners provide this expansion of their initial point.



The screenshot shows a digital writing interface. At the top, there is a toolbar with icons for erasing, highlighting, drawing, and text formatting. A dropdown menu is open, showing 'Add a pre-defined annotation'. To the right, there is a zoom slider and a 'Reset Zoom' button. The main area contains a question: '12 Explain one reason why a musician might have a website.' The student's handwritten answer is: 'so people can go on to the website and check out his music and see what type of music he does'. Below the answer, there are three empty lines for additional writing. At the bottom right of the question area, it says '(Total for Question 12 = 2 marks)'.

In the example above, the learner has actually made two separate points – so that people can go to the website to check out the music and so that they can see what type of music they do. This example therefore only gains one of the two available marks.

Section B

Section B questions all relate to the scenario in Brief A concerning a drummer in a band that plays pub gigs and a publican who is interested in creating a live music venue in his pub.

Q13 is a 1- mark question asking learners to name one union that provides support to instrumentalists. This question is asking learners to name a specific union, so in this question it is appropriate for learners to name an organisation, in comparison to Q9 where learners were asked to identify a type of organisation.

The correct answer, Musicians Union, or MU, was given by 60% of the cohort and an example is seen below. In this example the learner has provided the answer musicians union and also MU. Either of these would be sufficient for the mark.

13 Name **one** union that provides support to instrumentalists.

MUSICIANS Union - MU.

(Total for Question 13 = 1 mark)

Where learners did not gain the mark, they sometimes suggested an incorrect organisation such as BECTU or PPL PRS.

Some learners gave the response 'music union', as seen below. This response is not considered creditable as it is not the valid name of a union and could just be a generic response suggesting a union related to music. Learners should be clear that 'Musicians Union' is the full name of this union and they should not use the words 'music union' interchangeably, as this will not be creditable in this examination.

13 Name **one** union that provides support to instrumentalists.

The Music Union

(Total for Question 13 = 1 mark)

Q14 asks learners to give two ways that a band could find more gigs. Many learners answered this question successfully with over 80% managing to gain the full 2 marks available. Popular responses included searching for

venues online, visiting venues to ask about playing there, word of mouth, posting on social media or hiring a booking agent. Some learners also suggested the band could widen their search area to include locations further away that they may not have approached or considered previously. An example of a correct response is given below.

14 Give **two** ways that Tarek's band could find more gigs.

- 1 Look on social media to see if there's gigs near by.
- 2 Ask other musicians where the ~~best~~ best gigs are.

(Total for Question 14 = 2 marks)

Some learners made suggestions that were considered too remote to be credible, such as put on a performance. Putting on a performance, in itself, is not a direct way for the band to find more gigs. If the learner suggested inviting potential bookers to one of their performances, this would be fine for the mark.

Some learners suggested having a website, presumably prompted by Q10. This was not considered a credible answer as having a website does not directly relate to finding more gigs. It is perfectly possible for the band to have a website and for nobody to ever see it, for instance.

An example of a response that did not gain any credit is given below.

14 Give **two** ways that Tarek's band could find more gigs.

- 1 Get a bigger place to play in.
- 2 Better sound so people will be able to hear you play.

(Total for Question 14 = 2 marks)

Q15 is another 2 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 their first answer. This question asks learners to explain one way that more people should be encouraged to attend a band's gigs.

The example below gained the full 2 marks. This learner first provides a valid initial point – making posters or flyers to put around the local community. Then a consequence or explanation of this point is provided – so the local people might be interested and then want to attend one of the shows.

The screenshot shows a digital writing interface with a toolbar at the top containing icons for undo, redo, highlight, underline, strikethrough, bold, and italic. Below the toolbar is a text input field with the question: "15 Explain **one** way Tarek could encourage more people to attend his band's gigs." The handwritten response reads: "Tarek could make posters or flyers and put them up around the local community. This would mean that more local people would find interest and want to see one of their shows." At the bottom right of the writing area, it says "(Total for Question 15 = 2 marks)".

Other popular correct initial points included posting information about the gig on social media, putting the word out via word of mouth and also running a promotional offer such as free tickets. Valid explanations usually involve raising awareness of the gig or increasing the number of people that might see an advertisement.

Where a learner provided a correct initial response but did not provide an explanation, 1 mark is awarded as seen below.

The screenshot shows a digital writing interface with a toolbar at the top containing icons for undo, redo, highlight, underline, strikethrough, bold, and italic. Below the toolbar is a text input field with the question: "15 Explain **one** way Tarek could encourage more people to attend his band's gigs." The handwritten response reads: "He could put up flyers and leaflets about the band and when they are performing." At the bottom right of the writing area, it says "(Total for Question 15 = 2 marks)".

Many learners were able to provide a correct response and explanation, with over two-thirds of learners gaining the full 2 marks available.

Q16 is a 4-mark question asking learners to explain two reasons why a band might choose to hire a rehearsal studio for their band practices. As is always

the case in this examination, 'explain' questions require learners to give a valid reason followed by a consequence or explanation in order to gain full marks. This question requires two such responses.

The example below gained the full 4 marks available. Answer 1 suggests the band might hire a rehearsal studio because there would be plenty of space, with the consequence of this being that they would not struggle to fit in all of their equipment.

Answer 2 suggests that the studio would provide equipment that the band could use with the consequence that the band would not need to be concerned about transporting their own equipment to the rehearsal.

Both of these answers were commonly provided by learners.

The following example gained the full 4 marks.

The screenshot shows a digital writing interface with a toolbar at the top containing icons for eraser, highlighter, pencil, checkmark, text color, and background color. Below the toolbar is a question: "16 Explain two reasons why a band might choose to hire a rehearsal studio for their band practices." Two handwritten answers are provided:

- 1 A band might hire a rehearsal studio because there would be plenty of space and room for all their instruments and they wouldn't struggle to fit it all in.
- 2 Also because a rehearsal studio would have all the instruments they need in the room and the band wouldn't have to be concerned about transporting their instruments and they can focus on their ~~pergo~~ rehearsal.

At the bottom right of the answer area, it says "(Total for Question 16 = 4 marks)".

Other popular correct responses included the rehearsal studio being soundproofed or situated away from residential areas so that the band could practice without worrying about disturbing people and that the rehearsal studio would likely have a better acoustics resulting in a more successful rehearsal.

Where learners provided two correct initial ideas without further explanation, only 2 marks of the available 4 could be awarded, as seen in the example here:

The screenshot shows a digital writing interface with a toolbar at the top containing icons for undo, redo, highlight, underline, strikethrough, bold, italic, and text color. A dropdown menu is open showing 'Add a pre-defined annotation'. A 'Reset Zoom' button is also visible. The question text is: '16 Explain two reasons why a band might choose to hire a rehearsal studio for their band practices.' The first answer is: '1 ~~There~~ There is likely to be more and better equipment for the band to use.' The second answer is: '2 A better/larger and more appropriate workspace.' At the bottom right of the writing area, it says '(Total for Question 16 = 4 marks)'.

Learners should always try to include a consequence or explanation in 'explain'-type questions and as this will greatly increase their chances of gaining extra marks. Learners should be reminded that including the words 'so that' in their answer to these type of questions is likely to help them elicit unexplained response. In the example above, for instance, if the learner had added '... so that the band can produce a better quality of sound' to Answer 1, they would have been able to gain the second mark for this first answer.

Sometimes learners appeared not to read the question correctly, providing reasons why the band should rehearse at all, for instance, to improve their skills, to prepare for an upcoming performance, and so on. These suggestions were not creditable as they did not address the question that was asked in the examination paper.

Other learners suggested that the rehearsal studio would be cheap to hire. This was also not considered to be creditable as this is not a reason why a band would hire a rehearsal studio. The band could, for instance, rehearse at home which would be cheaper, so paying for a rehearsal studio in that circumstance would not be an advantage. A few learners suggested that a rehearsal studio would be cheaper than buying a dedicated rehearsal space. This was considered to be a true fact and therefore was credited.

Q17 is one of the two longer 8-mark questions on the examination paper, requiring learners provide an extended response.

Q17 is a question on music venues and asks learners to discuss the factors that need to be considered when setting up a space as a live music venue. The context of this question is that the space is the back room of a pub

which the landlord is considering turning into a music venue. This question had a mean average mark of just under 4 which is very slightly lower than the mean average mark for the other 8-mark question, Q21.

There are many potential areas that learners could include in their response to this question such as the required audio equipment, power demands and consideration of the capacity of the electrical systems, the acoustic features of the space, staging and layout and also the need for a PPL PRS license if the venue does not already have one. Despite the availability of all these relevant areas for discussion, the majority of learners focused their responses rather narrowly, with the most common responses relating to issues of health and safety and to budget. Some learners focused only on fire exits, security, noise levels and crowd control with little to no consideration of the more music-related aspects. It was particularly noticeable in this examination that learners often turned first to issues of health and safety when answering questions. As noted earlier in Q8, learners run the risk of limiting the number of marks available if they do not widen the scope of their approach to include more of a range of music industry relevant aspects. Learners should take care not to rely wholly on health and safety factors, especially in longer questions, unless the question is specifically health and safety related.

The following example gained 4 out of the available 8 marks. This response contains a limited number of points which each are explored only briefly. This learner focuses on the size of the space, whether pub patrons would approve of the venue and the need to keep the sound to an acceptable level. The ideas are not well developed with one or two short sentences for each.

17 Nigel would like to use the large room at the back of his pub to host live music performances.

Discuss the factors that Nigel needs to consider when setting up the space as a live music venue.

Nigel needs to consider that the stage area will be more crowded, he needs to know if people in the pub would like the music. If the audience isn't satisfied with the music, that could leave a bad impression on his pub.

On the other hand, the audience may enjoy the music played, which could ~~be~~ ^{give} more ~~that~~ attraction to his pub, as well as benefiting him and getting him more profit.

If Nigel wants to use the space for live music, he needs to make sure the volume of the music is safe, so that it doesn't harm the music, although, he needs to make sure the music is heard well and the sound performance isn't muffled by the audience. He also shouldn't disrupt people outside the pub.

~~A~~ Nigel needs to make sure there is enough room/space available for the artists and their equipment, if they are cramped they could look ~~unprofessional~~ unprofessional and it could be a hazard.



In contrast, the following is an example from the 7-8 mark band:

17 Nigel would like to use the large room at the back of his pub to host live music performances. ^{noise-neighbours}

Discuss the factors that Nigel needs to consider when setting up the space as a live music venue. ^{? how much, money, tickets, acc}

Nigel will have to consider many things when setting up the large back room as a live music venue.

~~One~~ The first thing he will have to consider is how much ^{space} ~~room~~ he has. Although it is a large room, Nigel will have to fit a stage and seats or a standing area. If it is a cramped space, people may not want to go in and watch the act. The stage would have to be big enough for a band to set up their equipment, which may include a drumkit, guitars, piano, microphones. Nigel may also want a place in the room where he could sell confectionary or the act playing could sell merch.

Another thing Nigel will have to consider is the noise. If his pub neighbours any houses, he will have to get permission for loud music to be playing on nights. He will also have to check ^{sound} ~~noise~~ level laws. So that he can legally host the performances, he should get in touch with his local council and make sure there is ~~nothing~~ ^{nothing} isn't anything he needs to do before hosting the

Live music performances.

Something else Nigel will have to consider is money. ~~Unless they return~~ Nigel will have to ^{charge} ~~pay~~ the bands to perform in the space. Then, when the revenue from ticket sales comes in, he needs to think about the cut he will ask for. Paying for the bills to upkeep the large room as a performing venue, Nigel should make sure he is getting a profit. If people are going to sit or stand to watch the act, they may buy a drink or snack, creating more money for Nigel.

On top of this, Nigel will have to work out how he promotes his music venue. Firstly, he will need to promote it to acts, so there is actually live music being played, then he will need to spread the word that they are going to be playing, so that people turn up to watch. One way he could do this, is by creating posters or leaflets and spreading them around his area. He could also put adverts out on social media. Nigel should look at which local acts are most popular at the moment and ask them to play, so that more people are likely to go and watch them.

Nigel may have to consider the effect that the live music ~~may~~ has on his pub as a whole. If people want to enjoy a peaceful visit to the

pub, they will be disturbed by the sound. This could make his pub sales go down and make it less popular. On the contrary, lots of people may go to his pub to watch the act, but not actually purchase anything, so Nigel's pub is filling up with people he isn't making money from. Altogether, Nigel should consider space, sound, profit and promotion before setting up the room as a live music venue.

This example demonstrates a much broader understanding of the situation. The learner has explored a wide variety of relevant considerations and has provided supporting detail about each. For example, on the first page the learner discusses considerations of space. They discuss having to fit in a stage and also possibly seating and/or standing areas. They suggest that if the audience space is too small and cramped it will be less appealing for those attending and so may reduce the number of people willing to attend. They also suggest that the stage needs to be of sufficient size to fit in all the equipment likely to be required and goes on to provide a list of what that equipment might be. Finally, the learner considers that a spot may also need to be reserved within the space for the selling of merchandise or refreshments.

Responses which discuss individual points in detail like this, looking at the point from different perspectives, are likely to gain higher marks than learners who just provide a list of ideas, even if that list is extensive. Learners should always try to introduce a good number of ideas into these 8 mark questions and to explore each idea as thoroughly as they can in order to maximise their mark. However, learners should also note that overworking an idea by repeating the same information several times is unlikely to prove a successful technique.

Section C

Section C includes questions based on a scenario about an events manager who has decided to organise a weekend music festival in a field out of town. Q18 is the question on job roles, asking learners to identify two job roles from two provided descriptions. This question was accessible to many learners with over three-quarters gaining the full 2 marks available. The first description describes the role of a live sound technician. Credit was also provided for a range of other responses such as sound engineer. The second description included responsibilities of a roadie. The answers of road crew and also the various instrumental technicians were also creditable although rarely provided by learners. An example of a response that gained the full 2 marks is given below.

18 Mayleen has contacted two professionals to work at the event.

Identify **each** job role from the job description provided.

Job description	Job role
Sound checking and adjusting front of house levels.	1 live sound technician
Assisting with get-in, rigging and de-rigging.	2 Roadie

(Total for Question 18 = 2 marks)

Where learners were not sure of the correct answer they usually made an attempt at providing an answer, which is a technique always recommended. The following example did not gain any marks. The learner did provide the job role of roadie but this was in the wrong box and therefore is not creditable.

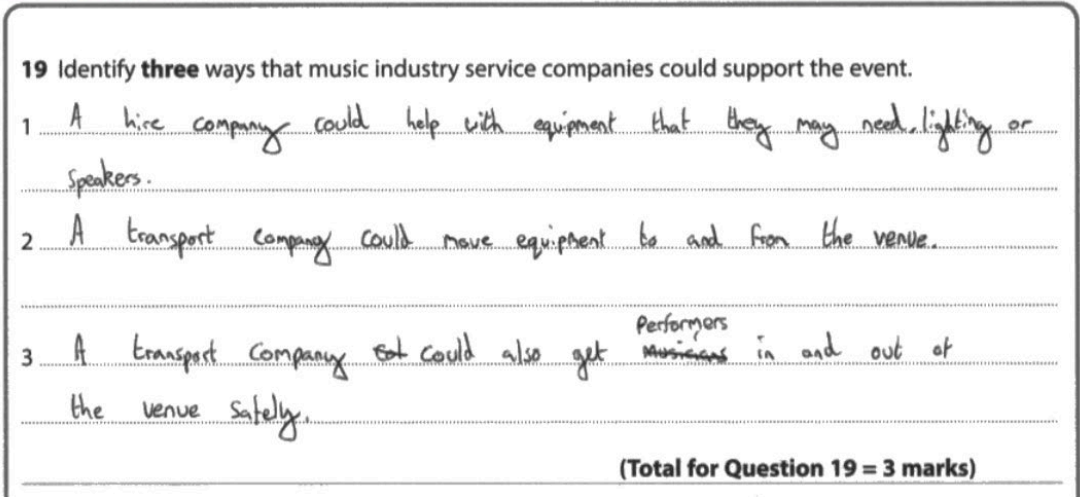
18 Mayleen has contacted two professionals to work at the event.

Identify **each** job role from the job description provided.

Job description	Job role
Sound checking and adjusting front of house levels.	1 Roadie
Assisting with get-in, rigging and de-rigging.	2 musician director

(Total for Question 18 = 2 marks)

Q19 asks learners to identify three ways that music industry service companies could support the festival. This question requires learners to apply their knowledge of music industry service companies to the scenario in order to suggest relevant contributions these companies might make. The scope of potential correct answers falls into three sections. Firstly, to hire or provide some kind of equipment such as sound equipment, lighting equipment and backline/instrumentation. Also included in this section was the provision of staging, generators and other relevant infrastructure, as well as the provision of personnel such as artists, crew or security. The second section of potential answers related to transportation such as transporting equipment or transporting personnel. The final section relates to sponsorship or donations. Any three points from any of the sections is creditable in this question. An example of this, gaining the full 3 marks and illustrating the points above is given here:

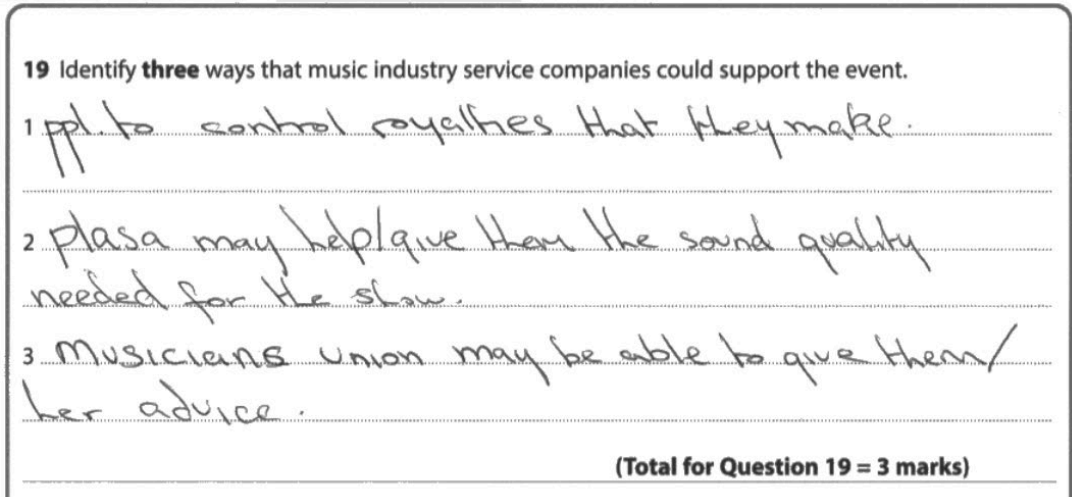

 A screenshot of a digital writing interface showing a question and three handwritten answers. The question asks for three ways music industry service companies could support an event. The answers are: 1. A hire company could help with equipment that they may need, lighting or speakers. 2. A transport company could move equipment to and from the venue. 3. A transport company ~~could~~ could also get ^{Performers} ~~business~~ in and out of the venue safely. The interface includes a toolbar with drawing tools and a 'Reset Zoom' button.

19 Identify **three** ways that music industry service companies could support the event.

- 1 A hire company could help with equipment that they may need, lighting or speakers.
- 2 A transport company could move equipment to and from the venue.
- 3 A transport company ~~could~~ could also get ^{Performers} ~~business~~ in and out of the venue safely.

(Total for Question 19 = 3 marks)

Many learners found this question a challenge. Some learners were not familiar with music industry service companies and thus struggled to provide any correct answers. Common incorrect answers related to marketing and publicity or to selling tickets. Some learners incorrectly suggested types of music industry organisation, as seen in the example below.


 A screenshot of a digital writing interface showing a question and three handwritten answers. The question asks for three ways music industry service companies could support an event. The answers are: 1. ppl to control royalties that they make. 2. plasa may help/give them the sound quality needed for the show. 3. Musicians union may be able to give them/her advice. The interface includes a toolbar with drawing tools and a 'Reset Zoom' button.

19 Identify **three** ways that music industry service companies could support the event.

- 1 ppl to control royalties that they make.
- 2 plasa may help/give them the sound quality needed for the show.
- 3 Musicians union may be able to give them/her advice.

(Total for Question 19 = 3 marks)

Q20 is another 4-mark 'explain' question where learners have to provide two answers, each with a related explanation or consequence, in order to gain the full 4 marks. This question asks learners to explain two ways that the event manager might raise funding for the event. Valid answers included sponsorship in exchange for a presence at the event, selling tickets in advance so as to cover some of the initial costs and getting a loan from the bank which could be paid back with profits from the event.

Another correct answer, illustrated below, was to sell merchandise for the event which would also serve to publicise the event in advance. The example below gain the full 4 marks as the learner has provided two valid ideas each with a relevant explanation.

The screenshot shows a digital writing interface with a toolbar at the top containing icons for undo, redo, highlight, underline, strikethrough, bold, italic, and text color. A text input field contains the question: "20 Explain **two** ways that Mayleen might raise funding for her event." Below the question, the student has handwritten two points:

- 1 Mayleen may raise funding by selling merchandise for the event which the funds could be used to go towards the event, whilst also publicising the event.
- 2 She could also ask for sponsors for her event and in return would earn money, and if it is a big company, she may also attract a large audience to her event, increasing profits.

At the bottom right of the writing area, it says "(Total for Question 20 = 4 marks)".

Learners found this question fairly challenging and often suggested ways of raising funding which would be inappropriate in the circumstances. Suggestions were often made that the professional events manager could hold a bake sale, which was not considered a creditable suggestion as this is not a feasible way that a professional events manager would raise funds for an event. Some learners made suggestions relating to charity such as 'start a charity event' or 'do it for Children in Need'. Since the festival is a commercial venture, organised by a professional in order to make a profit, there is no aspect of the event which relates to charity.

These learners did not appear to fully appreciate the difference in status between a registered charity and a business venture. Since the issue of fundraising does occur from time to time in these examinations, learners would be advised to look into the differences between raising money for charity and raising money for a business proposition to ensure they can answer accurately in the future.

The most common incorrect suggestion was selling food and drink. The question asks for ways that funding could be raised for the event, so suggestions are required to relate to fundraising opportunities that result in funds being available ahead of the event taking place. This contrasts with the suggestion of selling merchandise, where it is feasible that merchandise could be sold in advance. Some learners incorrectly suggested that the

events manager could get a part-time job, which is also not creditable since the events manager already has a job and in any case a part-time job is unlikely to raise funds of the scale that would be required to put on a festival.

The following example gained 1 mark for answer 2, asking the bank for a loan. No explanation or expansion of this point is attempted, so the second 'explain' mark cannot be awarded.

The screenshot shows a digital writing interface with a toolbar at the top containing icons for erasing, drawing, and text formatting. Below the toolbar, the question text reads: "20 Explain two ways that Mayleen might raise funding for her event." Two handwritten answers are provided on lined paper. Answer 1 is "1 start a fundraiser for the event." Answer 2 is "2 She may be able to ask the bank for a loan." At the bottom right of the writing area, the text "(Total for Question 20 = 4 marks)" is displayed.

Answer 1, start a fundraiser, is not creditable as it does not provide sufficient information to award credit. It is not clear what kind of fundraiser this would be. More importantly, though, the learner has not given any additional information other than that already provided in the question. To suggest one might raise funding by holding a fundraiser would not be creditable as credit is never provided for repeating wording from the examination paper.

Q21 is the final question of the paper and is also the second of the longer, 8-mark questions requiring an extended response. This question provides the learner with two options: to sell as many tickets as possible or to sell a smaller, fixed number of tickets for the event, and asks learners to evaluate the advantages and disadvantages of each option.

As mentioned earlier in this report, learners in this examination often demonstrated a propensity to focus on considerations of health and safety rather than including the breadth of potential music industry considerations that were available. Many of the responses gaining 4 marks and under

focused almost entirely on two concepts: the health and safety considerations of having lots of people attend and the financial implications. Learners often invested a significant amount of space within their response explaining how selling a large number of tickets could result in overcrowding which could lead to crowd control issues which may increase the number of accidents and decrease audience enjoyment of the event. Learners also easily drew parallels between more profit when more tickets sold and less profit when less tickets are sold. Fewer learners suggested that if the event were more exclusive, the smaller amount of tickets could be sold at a higher price, thus protecting the amount of revenue created.

The following example gained 4 marks out of the available 8. Although the learner has written nearly three pages in their response, they have made relatively few creditable points. Their response is fairly narrow, focusing particularly on health and safety and basic financial aspects without exploring the full range of music industry related advantages and disadvantages which would have helped the learner gain further marks.

21 Mayleen has two options when deciding how many people should attend her event.

- 1) Sell as many tickets as possible, so everyone can attend, or
- 2) Sell a smaller, fixed number of tickets.

Evaluate the advantages and disadvantages of **each** option for Mayleen.

Selling as many tickets as possible has its advantages and disadvantages for sure. Some could think it's a good thing and some could think it's bad.

The advantages for selling as many as possible is that you can earn much more money and get as many people as possible to your event so you can gain more publicity. More people could mean that when it comes to next time even more turn up, maximizing the money you can make.

The disadvantages of selling as much as possible is that ^{there} they could be not enough room causing pits and stampedes meaning people could get seriously hurt. You could be shut down and prevented from running one again. It could be really cramped causing people to react

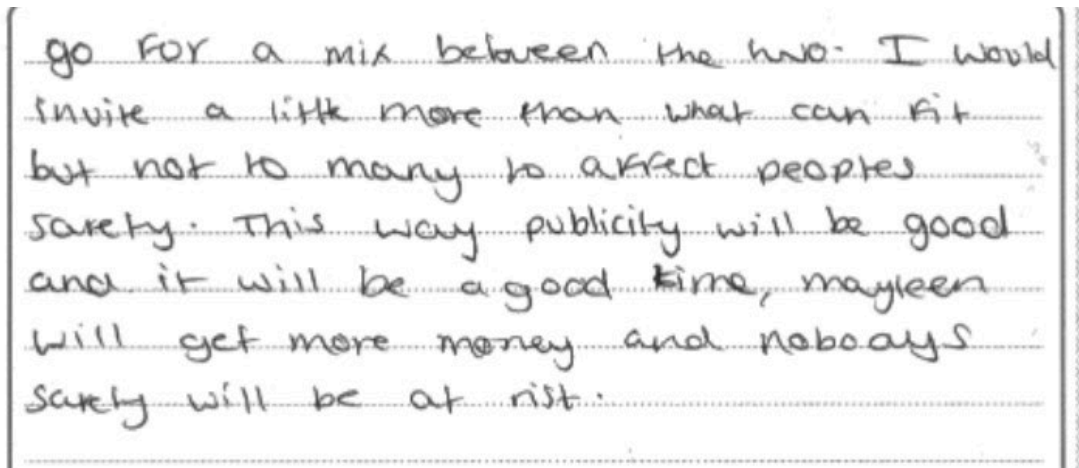
further affecting the health and safety aspect. There is no

Selling a smaller, fixed amount of tickets does have some controversial thoughts around it

The advantages of selling a fixed amount of tickets is that if people know there is limited tickets they may feel more provoked to buy them. Another advantage is you know exactly how much money you will have by the end if they all sell

The disadvantages of ~~or~~ selling a smaller amount of tickets is that you are only getting a certain amount of money and its not maximised. Having a small amount of people there could affect publicity and people want want to come next time.

Overall I think that there is fairly equal advantages and disadvantages to both of these options. But if I were manager I think that I would



go for a mix between the two. I would invite a little more than what can fit but not too many to affect peoples safety. This way publicity will be good and it will be a good time, mayben will get more money and nobodys safety will be at risk.

Learners who achieved marks in the higher 7-8 band discussed a wider breadth of considerations related to the issue. Examples of the areas discussed include considerations of infrastructure such as the need for increased staffing, catering and other resources sufficient to cater for the numbers attending a larger event. These learners also mentioned the opportunities for promotion within the event, potential environmental damage to the field and how the atmosphere of the event will be affected by different levels of attendance.

An example of a response from this top band is given below. This response contains lots of detail and a wide breadth of ideas. Ideas are interrelated and contain cause and effect. This style of response, typical of 7-8 mark answers, is well illustrated in this example by considering the first part of the second paragraph in this example. The learner details how selling as many tickets as possible would provide higher publicity due to the larger audience turnout which would also help with the costs of the event by generating a higher revenue This would also help build larger fan bases for the bands playing since a larger turnout would encourage more music bloggers and journalists to attend therefore creating more reviews of the event, resulting in a larger number of people knowing about the festival as a result of these articles and the raising of awareness of the events manager also.

21 Mayleen has two options when deciding how many people should attend her event.

- 1) Sell as many tickets as possible, so everyone can attend, or
 - 2) Sell a smaller, fixed number of tickets.
- Evaluate the advantages and disadvantages of **each** option for Mayleen.

Mayleen has two options when deciding how many people should attend her event and she should consider the pros and cons before making a decision.

In the first option (selling as many tickets as possible so everyone can attend), this guarantees higher publicity with a larger audience turnout. This helps cover costs of the event and they will be able to generate a higher revenue. This helps build larger fanbases for these bands as a larger turnout for events encourage music bloggers and journalists to attend to review a popular event. Therefore, more people will know about the festival as a result of articles published by these people and can create awareness for Mayleen's event organisation team. However, a disadvantage of this is that it will be more unsafe as it is likely to be overcrowded. There may be more incidents of pickpocketing and accidents to occur due to the large amount of people attending which could gain the festival a bad reputation. What's more, a large audience will cause much louder noise disruption to people nearby, meaning that there may be filed complaints to the festival organisation if it runs till late at night when people have to rest and sleep. A smaller audience guarantees lower volume which in turn ^{causes} less inconvenience to residents nearby.

In the second option (selling a smaller, fixed number of tickets), an advantage is that the expense for the ~~concert~~^{festival} is lower. Given the fact that Mayleen is already struggling with funding, hiring security and insurance for a large group of people may be costly and she may have to pay out of pocket for these fees. A smaller crowd means they don't have to pay as much for the logistics of the festival. Furthermore, unlike the 1st option of selling as much as possible, a fixed number means the festival know how many people to expect exactly, which is easier for Mayleen to organise as there is a smaller amount of people to prepare for. This makes sure the festival will be as smooth-sailing as possible. On the other hand, an undeniable disadvantage of this option is that the festival will gain lower revenue as less people will attend. This may mean bands performing are paid less and they may not perform for the festival again due to the low profit they earn. Furthermore, if the festival is small scale, larger, well-known ~~bands~~^{bands and} ~~brand~~ groups may not come to the event hence it is harder to attract an audience to participate in the festival, which can be detrimental.

Due to the reason of a high profit and higher publicity for the bands, I believe Mayleen should go for option 1 as this ultimately benefits the performers incredibly even though this means it is harder to plan. With a higher profit, I believe should be enough incentive for Mayleen to hold a larger festival with a larger audience turnout in comparison to option 2.

This question provides another example of how learners should try to consider a wide a breadth of ideas In their responses and to focus on as much relevant detail in each of these ideas rather than providing a smaller number of more generalised suggestions.

Summary

Based on their performance in this paper, learners should:

- Watch out in multiple choice questions if they are being asked to select the answer which is '*not*' one of the specified group.
- I note that the union which supports musicians is called the Musicians Union and not the 'music union'.
- Watch out for questions requiring learners to identify an organisation and be sure not to offer a job role as a response. Marks will never be awarded for a job role when the question asks for an organisation. For example, 'broadcasting' is a type of organisation, but 'journalist' is not.
- Avoid naming a particular organisation when asked to identify a type of organisation. For instance, 'record company' is a valid type of organisation, but 'Sony' is not a type of organisation, so this response would not gain credit. This also applies when learners are asked for a type of venue. 'Arena' is a valid type of venue but 'O2' is not. Names of specific venues will never be creditable.
- 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.
- 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. No credit will ever be awarded for repeating any part of a question.
- Be sure to read each question carefully to be clear what is being asked and avoid misinterpretations that can lead to irrelevant or uncreditworthy responses. All words in the question are likely to be relevant.
- Try to provide a detailed, specific response. Vague answers are much less likely to gain credit. Try to provide as much music industry-relevant information as you can in your answer.
- Avoid overly relying on health and safety aspects, especially in the longer questions, unless it is a specific health and safety question.
- 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 different relevant points as they are able in the 8 mark extended response questions. Try to discuss a range of different point rather than simply repeating the same point. Relating one point to another rather than just listing points is also encouraged.
- Always have a guess add an answer rather than leave the space blank.
- Familiarise themselves with music industry service companies and the role that they play in supporting the music industry.
- 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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