



Examiners' Report Lead Examiner Feedback

June 2022

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

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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.

21512E: Unit 1 The Music Industry

Grade	Unclassified	Level 2			
		L1	P	M	D
Boundary Mark	0	16	24	32	40

Introduction

This is the first summer series for 21512E since 2019. In comparison to 1906, entries for 2206 were lower, however, the overall performance seen across all items demonstrated similar achievement across all questions.

This examination was presented for the 15th time in January 2022 and so is very well established. Learners continue to demonstrate a secure understanding of the expectations of this paper and strong exam technique, particularly in the addressing of the two longer questions in the paper. This examination was no different; learners responded well in this series. Learners often demonstrated a clear confidence in their subject knowledge and remain comfortable with the expectations of the examination.

Introduction to the Overall Performance of the Unit

Learner confidence continues to be demonstrated as learners attempt a strong response to all of the questions in this paper, including the two extended response questions. Learners demonstrate a good understanding of the Specification and also appropriate exam technique for the different types of question included in this examination.

Learners approached both longer questions equally, with evidence of the prioritising of these ahead of some other questions to ensure an attempt was made for both. 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 one mark each. Q1, Q4 and Q5 were answered successfully by learners, with over 80% gaining the mark for each of these questions.

Q1 asks learners to identify the role responsible for managing the maintenance of recording equipment. The correct response is studio manager.

Q4 ask learners to identify the organisation responsible for moving CDs from warehouses to retail outlets. The correct answer is distributors.

Q5 asks which one of the four options is not a responsibility of a musical director. The four options provided were digital delivery, hiring musicians, leading rehearsals and liaison within projects, with the first answer, digital delivery, being the correct response. The three other options are responsibilities from other roles 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. It is likely that at least some of the learners who did not answer this question correctly made this mistake.

Q2 and Q3 proved a little more challenging to learners with around 65% gaining a mark for each of these.

Q2 asks learners to identify which of the organisations provided collect royalties for artists. The correct answer was PPL PRS. Q3 asked learners to identify one responsibility of a mastering engineer with the correct response of optimising audio performance.

Q6 asks learners to name the job role responsible for booking events, licensing and organising security. These job responsibilities are all taken from the role of a venue manager as listed in the Specification. Venue manager was the most common valid response from learners for this question.

Other job roles that were also considered creditable included promoter and event manager. An example of a valid response is shown below:

6 Name the job role responsible for booking events, licensing and organising security.

Venue manager

1 mark

Where learners gave an incorrect response, the most common answer was manager. This is not specific enough to be creditable in the context of this examination paper as manager is generally taken to mean a band manager in the music industry. Some learners also incorrectly suggested studio manager, as seen in this example:

6 Name the job role responsible for booking events, licensing and organising security.

Studio manager

0 marks

Just over half of learners were able to gain the one mark available for this question.

Learners might note that the term 'manager' without any further clarification is taken to mean a band manager in this examination, as per music industry convention, so it is always preferable to clarify the type of manager in order to secure the mark. For instance, in the Specification for this Unit we have mention of band manager, studio manager, venue manager, technical manager and creative manager, so learners should always aim to specify exactly which type of manager they are referring to when answering this type of question.

Q7 asks learners to give one job role that negotiates recording contracts on behalf of a musician. There are several valid responses available for this question. The most common valid response given was band manager/artist manager/manager. Credit was awarded for any of these terms including just using the word manager on its own and just over 50% of the cohort gained this mark.

Other possible valid responses included agent, union representative, legal advisor and PR representative. An example of a response that gained the one available mark for this question is given here:

7 Give one job role that negotiates recording contracts on behalf of a musician.

artist manager

1 mark

Some learners did not gain credit because, instead of providing a job role, they provided an organisation such as a union or 'MU'. Learners always need to take care to check whether they are required to provide a job role or an organisation as credit is never awarded where an organisation is provided instead of a job role or vice versa.

Other incorrect responses included producer, marketing manager or recording manager, as illustrated below:

7 Give one job role that negotiates recording contracts on behalf of a musician.

~~Artist~~ Recording manager

0 marks

Q8 ask learners to give two responsibilities of a roadie. Three quarters of learners were able to answer this question correctly with many learners gaining at least one of the two available marks.

Common valid responses included driving or transportation, rigging and de-rigging and also setting up and packing away sound equipment. An example of a response which gained the full two marks is shown below:

8 Give two responsibilities of a roadie.

1 Rigging or de-rigging equipment on stage

2 transporting equipment

2 marks

Sometimes learners gave rigging as their first response and then de-rigging as their second response as seen in the example here. In this case, this only gains one mark as rigging and de-rigging are essentially the same responsibility and therefore are not different enough to gain the two marks for two different responsibilities.

8 Give **two** responsibilities of a roadie.

1 rigging

2 de-rigging

1 mark

Other learners did something similar involving setting up equipment and then packing it away. Learners should be reminded that if they are asked to provide two answers to a question, it is important to make sure their two answers are different and not just two similar versions of the same thing, as marks are only awarded for two different answers.

Responses that gained no marks at all for this question were relatively rare, but in the cases where this happened learners often attributed responsibilities to roadies which were not appropriate to that role. An example is shown below:

8 Give **two** responsibilities of a roadie.

1 look for new musicians

2 look out for new gigs

0 marks

Q9 asks learners to give two ways a composer might sell their work. This question required learners to demonstrate a deeper understanding of the composer role and the ways in which an income is generated in the music industry. This question proved more challenging for the majority of learners with only a small percentage gaining the full two marks available. An example that did gain full marks is shown below:

9 Give **two** ways a composer might sell their work.

- 1 They could write a song and then find an artist they think is suitable for it and sell it.
- 2 A composer could write a piece, make a demo track of it and promote and sell to other record labels.

2 marks

In this example, the learner suggests selling a song to a particular artist for them to use and also selling songs to a record label. Other common valid responses included selling music as sheet music, self publishing and composing music for broadcast. A good number of learners suggested that composers could upload their work to streaming platforms and sell as digital downloads or could also sell in a format such as CD. Both of these responses were considered creditable. An example of these responses, in a rather more brief format than the earlier example, is shown below:

9 Give **two** ways a composer might sell their work.

- 1 They could create a CD to sell in record stores
- 2 They could upload the music onto a digital platform

2 marks

Learners who did not gain credit often provided answers that were too vague to be creditable. Credit was not awarded for responses such as 'online', 'social media' and 'shop' as none of these describe the way that a composer might actually sell their work. An example of this type that did not gain any marks is shown here.

9 Give **two** ways a composer might sell their work.

- 1 Online selling
- 2 Merchandise

0 marks

It was quite common for learners to suggest a way that the composer might advertise their work, rather than sell it. A good number of learners took the act of advertising something to mean selling, providing responses such as the one below:

9 Give **two** ways a composer might sell their work.

1 ~~two~~ leaflets and flyers

2 posters in city centres

0 marks

Handing out leaflets and sticking up posters is not a way that a composer would sell their work and therefore these types of responses were not creditable.

Q10 is divided into two parts, 10a and 10b. Both relate to preparing for a recording session.

Q10a asks learners to give one way a guitarist might prepare for a recording session. This was a very accessible question for learners and over 80% were able to gain the mark. Common valid responses included tuning the guitar, practising their part and warming up. Here is an example of a valid response that scored one mark.

10 It is important to prepare for a recording session.

(a) Give **one** way a guitarist might prepare for a recording session. (1)

Tune their guitar

1 mark

Where learners failed to gain credit, it was often because the response provided was too vague or did not address the question sufficiently.

Some learners suggested 'check instrument' or 'check instrument is working'. These were not considered creditable as these are not valid ways that a guitarist might prepare for a recording session in the music industry.

10 It is important to prepare for a recording session.

(a) Give **one** way a guitarist might prepare for a recording session.

(1)

check if guitar is working.

0 marks

If the learner had said 'Check the guitar strings are in good condition' or 'check the guitar leads are working' then this would have been creditable in the context of the question.

Q10b is the first 'explain' question of the examination. In this two-mark question, learners gain the first mark for a valid answer to the question and then the second mark for a valid explanation or consequence of the first answer. Q10b asks learners to explain one task a recording studio engineer might do when preparing for a recording session. Many learners suggested getting set up and ready or testing equipment prior to the recording session as the first part of their answer, with common explanations including saving time or increasing efficiency once the client arrived for the recording session. Below is an example of this type of response which gained the full two marks.

(b) Explain **one** task a recording studio engineer might do when preparing for a recording session.

(2)

A recording engineer might get ~~the~~ the mic and the interface set up for the artist to make sure they can record the artist without any technical difficulties

(Total for Question 10 = 3 marks)

2 marks

Some learners failed to identify a specific task as required by the question and therefore their response was not creditable.

(b) Explain **one** task a recording studio engineer might do when preparing for a recording session. (2)

A recording studio engineer should be sure to make the sound quality as good as it can be, this is because if the recording has bad quality sound, they may have to ~~redo~~ redo the recording.

0 marks

Other learners provided a response that was too vague to be creditable. Learners should take care to avoid using the word 'everything' when answering questions on this paper as it is often considered too vague to be creditable. In the example below, the learner has not specified what 'everything' might be, so this learner has not done enough to demonstrate their understanding of recording studio tasks.

(b) Explain **one** task a recording studio engineer might do when preparing for a recording session. (2)

make sure everything works

0 marks

If the learner had instead suggested that the recording studio engineer makes sure the microphones are working, then this would have been creditable as this is a feasible task that might be undertaken in the circumstances.

Q11 is another explain-type question and is the last question in Section A of the examination paper.

This question asks learners to explain one reason a band might make a promotional recording of their music. Learners found this an accessible question and the majority of learners were able to gain at least one of the two available marks for this question. An example of an explain-type response that gained the full two marks is given here:

11 Explain **one** reason a band might make a promotional recording of their music.

They could do this because if a person listens to that promotional recording and they like it they could want to listen to the album which means the artist will make more money.

2 marks

The initial point made in this example is that the promotional recording could be heard by someone who then would like to listen to the rest of the album. The explained point, as a consequence of this first point, is that the person will therefore need to purchase the album so the artist would make more money.

Some learners provided the initial point only and did not provide further explanation and therefore were only able to gain one mark.

11 Explain **one** reason a band might make a promotional recording of their music.

They might make a promotional recording of their music so that it can attract more people to listen to it.

1 mark

In the example above, no marks are awarded for the first part of the response: 'they might make a promotional recording of their music' as this is just a repetition of the question and marks are never awarded for repeating material provided in the question paper. Therefore this learner is just suggesting that the promotional recording would attract more people to listen to it, which gains one mark.

Sometimes, learners made two separate points which were not related to each other, eg 'to send to record companies and so people could listen to it'. In these instances, only one mark is awarded because in explain-type questions, the first mark is awarded for the initial point and the second mark is only awarded for an expansion or consequence of this first mark.

If learners provide two or more initial points they can only still gain the one available mark for the first initial point.

Where learners did not gain any marks for this question, they sometimes suggested a step which was not directly related to the promotional recording itself. In the example below, the learner is suggesting the promotional recording will help them progress in the industry or make more money. However, the learner does not indicate how the promotional recording will achieve these results, so they have therefore not addressed the question sufficiently to gain credit.

11 Explain **one** reason a band might make a promotional recording of their music.

to make the next-step/get more ~~and~~
money

0 marks

Section B

Section B questions all relate to the scenario in Brief A concerning a hire company that provides sound equipment to the music industry and which is looking to move to bigger premises in a more prominent location near the town centre.

Q12 asks learners to give two items of sound equipment that a hire company might provide to the music industry. This was a very accessible question for learners with most gaining the full two marks. Learners were able to provide a wide range of equipment in response to this question, including microphones, speakers, mixing desks and recording equipment. The hire of musical instruments was also creditable for one mark maximum.

An example of a response which gain the full two marks is given below:

12 Give **two** items of sound equipment that a hire company such as Ezra's provides to the music industry.

1. Speakers

2. Microphones

2 marks

Where learners failed to gain credit, they often had misread the question and provided answers as to *why* someone might hire equipment from the company rather than identifying the items which may be hired.

12 Give **two** items of sound equipment that a hire company such as Ezra provides to the music industry.

1. they don't have to buy there own equipment, so it would be less money to spend.

2. It would have all the licensing on the equipment before they got it.

0 marks

Learners should always take care to read the question carefully to understand what the question is asking.

Q13 asks learners to give an advantage of belonging to the trade body PLASA. Although learners are usually comfortable in providing reasons why an individual might join a music union or trade body, learners did not do so well on this question with only around one third of the cohort gaining the mark. Learners did not seem as familiar with PLASA as with some of the other unions or trade bodies which have featured in these examination papers in the past. Because of this, learners did not always appear to address this question confidently.

Learners did not need to know any particular details of PLASA specifically as the general support that unions and trade bodies give individuals in the music industry is broadly the same. Therefore answers such as providing legal advice, relevant insurance, example contracts, specialist advice and access to networking, such as in the example below, were all creditable:

13 Ezra is a member of PLASA.
Give **one** advantage for Ezra of belonging to this trade body.

They can help with legal advice and help represent him if he gets in any legal trouble.

1 mark

Some learners suggested that being a member of PLASA was a worthwhile credential for the hire company and provided some credibility, which was also creditable.

Learners who did not gain the mark usually attempted a response, for instance suggesting that membership would give more money to the hire company, provide royalties or promote the business. An example of an incorrect response is provided below:

13 Ezra is a member of PLASA.
Give **one** advantage for Ezra of belonging to this trade body.

He will get more popularity

0 marks

Q14 asks learners to identify two types of location where posters advertising the new hire company premises might be displayed to attract musicians. In order to be creditable, responses needed to identify places where musicians specifically would see the posters, rather than just well-populated areas where anyone might see the poster.

Some valid responses included music venues such as theatres or pubs, recording studios, music shops, record shops or the music department of a school or college. Below is an example of a response which gained the full two marks:

14 Ezra has made some posters to advertise his new premises.

Identify **two** types of location where Ezra might display his posters to attract musicians.

1. Local ~~town~~ universities with a musical sense

2. local halls or theatre spaces

2 marks

Social media was also allowed as a valid response to this question.

A good number of learners suggested locations which were not related to musicians at all, as seen in this example:

14 Ezra has made some posters to advertise his new premises.

Identify **two** types of location where Ezra might display his posters to attract musicians.

1. town center

2. local areas

0 marks

These responses were not creditable as they are not places where the poster could effectively be placed in order to attract musicians specifically. Learners should take care when answering questions relating to marketing and advertising that the question may specify particular requirements which will need to be taken into consideration when responding.

Some learners suggested 'online' without any further clarification. Learners should note that 'online' on its own is unlikely to be a creditable answer on this examination paper as it is too generalised a location as to be correct. 'Online' covers anything on the internet and therefore is not recommended as an examination response. Instead, learners should aim to be more specific as to exactly what kind of online site they are referring to, depending on the question, such as a website, a specific type of social media page, an online retail outlet or digital download app, for instance.

Q15 is a four-mark question asking learners to explain two health and safety responsibilities of the hire shop when renting out sound equipment.

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 four marks available:

15 Explain **two** of Ezra's health and safety responsibilities when renting out sound equipment.

1 The equipment has been PAT tested so it is safe to use and won't start fires.

2 Explain how the equipment works so the person hiring it doesn't damage the equipment making it unsafe to use.

4 marks

Answer 1 suggests equipment should be PAT tested so as to avoid any electrical fault which may start a fire.

Answer 2 suggests the hire shop should provide an explanation of how the equipment functions so that the person hiring the equipment doesn't use it incorrectly causing damage or making it unsafe.

The most common valid suggestion involved checking for damage, particularly damaged cables and wires. Some learners suggested that advice should be given on moving heavy equipment so as to prevent injury. A few learners suggested that customers should be made aware of power requirements so as to avoid overloading a system.

Many learners did find this a challenging question, however. A good proportion of learners gave general health and safety responses which did not relate at all to the scenario of the question. For instance, learners suggested that care should be taken with noise levels, that wires should be taped down to avoid trip hazards and drinks should not be placed near electrical equipment.

Although these all may be valid health and safety requirements when *using* such equipment, these are not the responsibility of the hire shop when renting the equipment out. Therefore these responses were not credited. Other learners suggested that the shop should make sure the equipment works. This was also not credited as this was not considered to be a valid health and safety responsibility of the hire shop.

Some learners were able to provide a valid initial point but then did not go on to gain credit because their consequence was not feasible, for instance suggesting that a piece of equipment might explode or burst into flames or cause death. Learners should be encouraged to suggest feasible outcomes to health and safety questions, as the more outlandish suggestions are less likely to be feasible and thus are unlikely to be creditable.

An example of a response which did not gain any marks is provided here:

15 Explain two of Ezra's health and safety responsibilities when renting out sound equipment.

1. he has to make sure they work.
So he might do some sound checks.

2. make sure not to trip or break anything, as it's not his and should cover the wires anyway because it's a trip hazard.

0 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 an explained response.

Q16 is one of the two longer 8-mark questions on the examination paper, requiring learners to provide an extended response.

Q16 asks learners to evaluate the advantages and disadvantages of either hiring equipment or buying their own equipment to be used for performances. This question had a mean average mark of just under four, which is a little higher than the mean average mark for the other eight-mark question, Q20, indicating that learners found this question slightly more accessible than the other eight-mark question.

Learners were often able to discuss the main pros and cons of each option. For option one: hiring equipment, learners discussed how this would be cheaper than purchasing their own equipment, how it provided an opportunity to try different pieces of equipment out and how the equipment might be better quality than whatever they could otherwise afford. On the downside of this option, learners noted that if you needed to use the equipment for a long period of time, the cost of this would add up over time and so would be expensive in the long term. Some learners also expressed concern that if you damage the equipment whilst hiring it you would need to pay for it.

For option two: buying equipment, learners discussed the fact that this equipment would be available to be used wherever and whenever it was required. On the downside of this option, it would be more expensive initially and the musician may not have the budget to buy the standard of equipment they might hope for. It was also noted that the equipment might break and then would have to be fixed at the musician's cost.

The example below was awarded four out of the available eight marks. This response contains a few brief points which are outlined only. There are no details but the main points outlined are valid:

16 Musicians have two options when they need extra equipment for a performance.

Option 1: hire equipment from a company such as Ezra's.

Option 2: buy their own equipment.

Evaluate the advantages and disadvantages of each option for musicians.

The advantage of hiring equipment is that it is cheaper and you don't have to worry about storage space. The disadvantage of it is that there might be a limit of use or can't get the right size or sound you're looking for.

The advantage for buying their own is that they could buy the right size and sound they're looking for, and there won't be a usage limit. The disadvantage is that it could cost way more than hiring.

4 marks

In comparison, the following example gained just two of the available eight marks. The learner makes some suggestions which are not creditable.

For instance, it is not necessarily true that renting out equipment means it will be already tuned. It is also not particularly true that buying equipment means you would not have to pay to repair any damage. This learner has only really made two brief creditable points – in fact the artist may have to pay for damage of hired equipment if they caused this damage and that purchasing their own equipment would be expensive.

16 Musicians have two options when they need extra equipment for a performance.

Option 1: hire equipment from a company such as Ezra's.

Option 2: buy their own equipment.

Evaluate the advantages and disadvantages of each option for musicians.

If you rent out equipment it will already be tuned and ready to use. ~~but~~ if however you will have to pay for the damages if you break it. If they buy ~~it~~ equipment then they don't have to pay for damage repairs. ~~but~~ however they have to spend a lot of money on the equipment.

2 marks

The final example for this question gained the full eight marks out of eight.

16 Musicians have two options when they need extra equipment for a performance.

Option 1: hire equipment from a company such as Ezra's.

Option 2: buy their own equipment.

Evaluate the advantages and disadvantages of each option for musicians.

Both options have advantages and disadvantages that could affect their probability of being chosen by a musician based on cost, ease of transport and long-term benefits.

One advantage of option one is that it is a cheaper way to access specialist equipment without having to spend a lot of money on it, leaving a musician with a higher budget to spend on other things (like promotion). Also, if the musician only needs the equipment for a one-time job or not very often, ~~it means that~~ it would be easier and more cost-effective to rent equipment rather than buying it.

On the other hand, a disadvantage is that a musician may be spending money very often on renting equipment that they ~~use~~ ^{need} all the time, and so renting may amount to more than actually buying their own equipment. Also, hiring equipment may not give them as much choice over

what they can use in their music, and a musician would have to be much more careful when using it as any damage done could lead to a higher fee.

An advantage of option two is that the musician can save money over time if they have to rent equipment a lot. This would free up more money to spend on promotion and marketing to further their career. Also, the musician could do research and decide to buy high-end equipment which could overall elevate their music ^{quality} and cause more people to enjoy/buy it. It may also make the musician feel more accomplished in their career and may make them appreciate the equipment more.

However, a disadvantage is that buying ~~equip~~ high-end equipment is very expensive and the musician may not be able to afford it. This could lead to a decrease in money to be spent on other services, such as booking venues or hiring an agent to elevate their social profile. Also, if the musician doesn't use the equipment a lot, it could be a lot of money wasted that could have been spent on ^{their} other things.

Furthermore, equipment ^{can be} is very heavy and difficult to transport, meaning that the musician would have to find transport somehow, or pay a transportation company to help them. This could lead to them paying even more money than before, whereas the renting company could have transported the equipment for the musician.

In conclusion, I think that option 2 (buying own equipment) is more suitable for a musician as I believe it is an investment that may be high in cost, but they will get a lot more out of it. Also, it would help boost their music to a higher level of professionalism.

8 marks

This response discusses the options in depth, exploring multiple aspects of each. The learner clearly has a well developed understanding of the scenario and has provided a very full descriptive account of the advantages and disadvantages of each option.

Section C

Section C includes questions based on a scenario about a band with a good local following that want to become more widely known by organising a promotional showcase gig in a new area.

Q17 asks learners to give two types of venue suitable for the showcase gig. This was an accessible question with many learners gaining at least one mark. Learners demonstrated a good knowledge of venue types with most learners offering a type of venue as a response. However, the brief specifies that the band wish to attract at least 500 people to their showcase gig, so smaller venues would not be appropriate and therefore are not valid responses in this question.

Valid responses included theatre, arena, various types of halls such as town hall or village hall, club or nightclub, sports venue or stadium and an outdoor space.

An example of a response that gained the full two marks is shown below:

17 Give **two** types of venue suitable for Metisma's showcase gig.

1 a large theatre

2 a large community hall

2 marks

Most learners who failed to gain marks for this question did so because they suggested a venue that was inappropriately small for the requirements of the band, such as a pub or a restaurant.

1 pubs

2 restaurants

0 marks

A few learners named a particular venue such as O2 Arena. Learners are again reminded that credit will not be given for specific named venues where the question asks for a *type* of venue.

Q18 ask learners to give three ways the band might sell tickets for the gig. Valid responses included via the box office or on the door of the venue, an online ticket booking site, through the band website or social media page or at a ticket booth. Some learners also suggested tickets could be bought via a QR code on a poster or flyer. An example of a response which gained the full three marks is given below.

18 Give **three** ways that Metisma might sell tickets for this gig.

- 1 Selling them online/social media.
- 2 The box office.
- 3 Bookings made on websites.

3 marks

Learners who failed to gain credit for this question often did so because they provided responses as to how the band might advertise the gig rather than sell the tickets. These learners suggested that putting up a poster, handing out a flyer or promoting the performance online was a way of selling tickets. These would be ways of promoting the tickets for sale, but not actually for selling the tickets themselves as required by the question.

Responses such as this therefore did not gain credit.

18 Give **three** ways that Metisma might sell tickets for this gig.

1 promoting it online

2 handing out flyers

3 adverts in public places

0 marks

Although websites and social media were both considered to be valid responses, 'online' was again not considered creditable as this is not specific enough to demonstrate secure knowledge in response to the question.

Q19 is another four-mark 'explain' question where learners have to provide two answers, each with a related explanation or consequence, in order to gain the full four marks. This question asks learners to explain one advantage and one disadvantage for the band when performing in a new area. Common valid advantages suggested by learners usually centred around the potential to attract new fans leading to increased potential earnings through sales and greater attendance at future performances. Learners generally had more success with the advantage than the disadvantage in this question. Where learners suggested a valid disadvantage, it was usually that people in the new area would not have heard of the band and therefore were less likely to attend, meaning that the band made less money in ticket sales and had a less satisfactory performance. An example of a response that gained the full four marks for this question is provided below:

19 Explain **one** advantage and **one** disadvantage for a band when performing in a new area.

Advantage It allows them to meet new people and reach a different audience which in turn may earn/gain them fans. therefore increasing their profit and reputation

Disadvantage You are less likely to gain tickets. Sales due to the people not being local and maybe not the right audience... ^{and not knowing who the band are,} for the band ~~and they don't~~

4 marks

In this example, the learner gains one mark in the advantage for reaching a different audience. The learner then provides two valid explanations –increasing their fan base and also increasing their profit. Either of these would be sufficient to gain the +1 explanation mark.

In the disadvantage, the learner gains their initial mark for identifying the fact that people in the new area may not know who the band are, followed by an explanation that therefore they are less likely to sell as many tickets. Although the learner in this example has provided their explanation first and the initial point second in their response, this does not affect their mark as the content of the whole response is considered when awarding marks.

Some learners only gained two of the available four marks as they provided an initial advantage and disadvantage but did not go on to provide an explanation or consequence of these.

19 Explain **one** advantage and **one** disadvantage for a band when performing in a new area.

Advantage can attract new followers

Disadvantage Don't really know *places to do this gig.

2 marks

Learners should be encouraged to always try to include an explanation in explain-type questions to increase their likelihood of gaining additional marks.

Some learners who did not gain credit provided responses that did not relate to performing in a new area, but instead just related to performing anywhere. These responses were not credible as the question required learners to explain an advantage and a disadvantage for the band when performing in a new area.

Other learners made suggestions that were not likely to be valid in the context of the scenario. For instance, in the example below, the learner suggests that security might be bad and there would be a lot of hazards, but there is no reason to suggest either of these things would be true in the circumstances. Therefore the response below did not gain any marks:

19 Explain **one** advantage and **one** disadvantage for a band when performing in a new area.

Advantage is that there would be more people than the last time.

Disadvantage is that their security might be bad and a lot of hazards.

0 marks

Q20 is the final question of the paper and is also the second of the longer, eight-mark questions requiring an extended response. This question asks learners to discuss the factors the band should consider when deciding whether to buy onto the tour of a bigger artist or arrange their own tour.

Many learners were able to offer at least an outline of the fundamental points of each of the two options.

The example below is a response that gained three of the available eight marks. This learner identifies that buying onto the tour may be cheaper than arranging their own tour and that a disadvantage could be that the band would be secondary compared to the main artist, leading to the potential to make less profit from the tour.

20 Metisma want to tour the UK. They can either buy onto the tour of a bigger artist or they can arrange their own tour.

Discuss the factors the band should consider when deciding which option to choose.

A positive of going with a bigger artist could be that they might be able to get on the tour cheaper than doing their own. However, this may not be as good because they will not be in the main spotlight meaning they won't make as much money.

A positive of doing their own tour is that they will gain new fans, increasing their popularity.

A negative is that it would cost a lot of money which they might not have.

3 marks

Where learners explored a greater number of issues in a little more detail they were able to access higher marks. This can be seen in the example below, which gained five out of the available eight marks. In this example, the learner includes additional simple explanation and consequence in their response, for instance, suggesting that the band will be at a disadvantage having to share publicity with the main artist because more people will be familiar with the main artist, or that the band will be at a disadvantage in having to sort out all the technicalities of the arrangement for their own tour which may then be problematic if the band has no prior experience of doing this.

20 Metisma want to tour the UK. They can either buy onto the tour of a bigger artist or they can arrange their own tour.

Discuss the factors the band should consider when deciding which option to choose.

If Metisma ~~and~~ decide to buy onto the tour of a bigger artist, one of the advantages of this would be it might be less expensive than if they ~~would~~ decided to arrange their own tour. Another advantage is not having to worry about all the technicalities of having to set up a tour. However some of the disadvantages would be having to share the publicity with a bigger, well known artist. This is because more people will be more familiar with the bigger artist and more likely he will gain more publicity from people who follow him than a lesser-known group like Metisma. Another disadvantage would be the equipment used for the tour may not be as good because it is being used by the bigger artist.

One advantage of arranging their own tour would be getting 100% of all the publicity while on tour. Another advantage is not having to

Worry about sharing any equipment with anyone and knowing it is in perfectly good condition. However one disadvantage is having to work out all the technicalities of arranging a tour. This may cause problems if the group has no prior experience of going on tour. Another disadvantage is that since they are a lesser known group they won't be as much of an audience than if they were well known.

5 marks

Responses which gained marks in the 7-8 mark band covered a wide range of valid points in a discursive style, highlighting different advantages and disadvantages and demonstrating a greater depth of music industry knowledge and understanding of the situation.

The example below is a learner who scored the full eight marks available. This response has a high level of detail. For instance, in the first paragraph the learner states that the band could get more recognition if touring with the bigger artist because the venues are likely to be bigger than the ones they would fill themselves, but the disadvantage of this would be that if the band did not perform well on that occasion there was the potential to taint their reputation more widely than would otherwise be the case.

20 Metisma want to tour the UK. They can either buy onto the tour of a bigger artist or they can arrange their own tour.

Discuss the factors the band should consider when deciding which option to choose.

- | | |
|---|---|
| <p>Bigger artist ⊕</p> <ul style="list-style-type: none"> • More recognition • More money in long run • Increase fan base • More experience | <p>Own tour ⊕</p> <ul style="list-style-type: none"> • More independent • Feel more professional • May enjoy it more • Will gain listeners for their future audience. |
|---|---|

The first factor I will talk about is that by buying onto a tour for a bigger artist could gain them more recognition as the venues at their concerts are likely to be bigger and have a larger audience. However, there is a slight chance Metisma perform badly which would create a larger knock on effect as there is a larger audience.

Also, by going on tour with a bigger artist the group could gain that would increase which means a boost for their career and money. On the other hand, this isn't always the case as the audience may not be interested properly as they are going to be waiting for the more well-known artist.

Furthermore, buying onto the more well-known artist could give them more experience as they could learn from the bigger artist and get a list of what it is really like to have a big career as professional. This would make them more comfortable when they do their own concert.

Moving on, if Melisma chose their own to arrange their own tour, it could make them feel more independent and increase their confidence which would lead to a better performance and outcome as it. On the however, this would come one a cost as they would have to spend a lot of money hiring equipment, transport and venue which could lead to less of a profit margin.

Also, if they arranged their own tour, they may get more press print themselves as more professional which would inspire the audience to listen to more of Melisma's songs increasing their fanbase and also their reputation for future recordings.

Enjoying the sound is too could also play a factor as if they didn't enjoy the tour they chose, they may not want to tour again which could lead to a slump in their career. I feel that arranging their own tour would be most jaggers for Melisma because I feel that if they were to buy onto a bigger artist, they may feel under pressure to prove themselves to the other artist and their fans.

Lastly, target audience is another factor. In my opinion it would be very hard for them to find a bigger artist that is directed straight at their target audience. This means that if they did go onto a bigger artists tour, they may be wasting their time in a way if the audience isn't their target audience as they may not gain many new listeners. However, a positive to this could be that they find a second target audience which could gain them much more recognition, leading to more positive outcomes.

8 marks

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.
- 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.
- Avoid giving a particular venue name when 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. Similarly, learners should not provide the name or a particular organisation when asked to identify a type of organisation. Eg, 'record company' is a valid type of organisation, but 'Sony' is not a type of organisation, so this response would not gain credit.
- 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.
- Note that the term 'manager' without any further clarification is taken to mean a band manager in this examination and that it is always preferable to clarify the type of manager in order to secure the mark.
- Remember that if they are asked to provide two answers to a question, it is important to make sure their two answers are different and not just two similar versions of the same thing, as marks are only awarded for two different answers.
- Take care to avoid using the word 'everything' when answering questions on this paper as it is usually considered too vague to be creditable if no additional information is provided to clarify.
- Take care when answering questions relating to marketing and advertising that the question may specify particular requirements which will need to be taken into consideration when responding.

- Avoid giving the word 'online' without providing further clarification. 'Online' on its own is unlikely to be a creditable answer on this paper as it is too generalised a location as to be correct. 'Online' covers anything on the internet and therefore is not recommended as an examination response. Instead, learners should aim to be more specific as to exactly what kind of online site they are referring to, depending on the question, such as a website, a specific type of social media page, an online retail outlet or digital download app, for instance.
- Be encouraged to suggest feasible outcomes to health and safety questions as more unfeasible suggestions are less likely to be creditable.
- 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.
- Continue to 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.
- 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 points rather than simply repeating the same point. Relating one point to another rather than just listing points is also encouraged.
- Always have a guess as an answer rather than leave the space blank, or a question unanswered.
- Avoid overly relying on health and safety aspects, especially in the longer questions, unless it is a specific health and safety question.

- Take care over handwriting. Examiners cannot mark anything that they cannot read. Learners should attempt to write as clearly as possible, within the lines and should always write in black ink.
- Always attempt all questions on the paper.



Llywodraeth Cynulliad Cymru
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