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Examiners' Report/
Lead Examiner Feedback
Summer 2017

BTEC Level 3 Nationals in Music
Technology

Unit 7: Music Technology Enterprise
Opportunities (31809H)



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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, Distinction, Merit, Pass and Near 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 should be 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 test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link:
<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

31809H – Unit 7: Music Technology Enterprise Opportunities

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	16	28	40	52

Introduction

Summer 2017 was the first time that external assessment for Unit 7 was completed by learners. The Unit allows learners to understand enterprise opportunities through exploration of different types of music technology businesses.

The external assessment of Unit 7 requires learners to demonstrate application of this knowledge through responses to a brief based upon a given music technology enterprise opportunity.

This is the first session in which external assessment for the L3 Music Technology qualification had been presented following development of the new specification, and the first instance of learners knowledge of music technology business enterprise being assessed in this format.

As a Mandatory Unit within the Extended Diploma external assessment takes place once a year in May / June.

The paper is presented in one part which is undertaken in supervised conditions over 12 hours during a two week period timetabled by Pearson. Centres are free to arrange the supervised assessment period how they wish provided the 12 hours for producing final outcomes are under the level of supervision specified, and in accordance with the conduct procedures.

It is important that centres refer carefully to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the assessment is supervised correctly.

In this session learners were asked to respond creatively to a brief based upon a start up music technology business called weTechit.

The set task required learners to undertake three activities with the focus upon preparing a bid for funding for the business start up. A total of 65 marks was available for the external assessment.

In activity one learners were required to produce a resources / costing plan for the business, using the spreadsheet template supplied by Pearson for the assessment. 15 marks were available for this activity.

Activity two required learners to produce a business case, including a creative vision, focused on supporting the funding bid which indicated the purpose of the business and potential sources of income. 30 marks were available for this activity.

Learners were required in Activity 3 to undertake a videoed pitch/presentation, within the context of presenting a bid for funding. 20 marks were available for this activity.

Commented [G1]: Added with regard to changes in spec. mirrors comments in U5 LE report – not sure if more commentary is required r.e. QCF units ? Feel that detailed comparison may only serve to potentially confuse centres.

Commented [G2]: Taken from paper – but feel is important to note, particularly in this first session.

Commented [G3]: Added summary of activities for this paper / marks available / context.

Introduction to the Overall Performance of the Unit

In this first session few centres took the opportunity to enter learners. Learners achieved well across a range of marks and showed some understanding of the expectations and strategies to address the assessment successfully.

Evidence presented against the 3 activities within the paper was assessed across 4 areas within the mark scheme: resource costing plan, business case creative vision, business case and pitching / presentation.

The majority of learners had attempted all activities within the external assessment, with learners being better prepared in some aspects than others.

It should be noted that within any scenario presented in this external assessment it is reasonable to assume that learners are working in the music industry and that any response does not have to be based entirely on their own current experiences.

Many learners had made use of the given time to undertake useful research with regard to current music technology businesses to underpin their responses, both in terms of business ideas and in financial considerations.

Learners who had accurately gathered costing and projected income information tended to be able to present this information usefully in the context of the resource and business planning.

Learners who achieved well tended to produce thorough, detailed, accurate and credible costings which reflected the needs of starting a business, as specified in the brief. Some learners did not always display a solid knowledge of music technology equipment, which inhibited their ability to produce accurate resource costings.

It was noted that many learners made good use of the supplied spreadsheet to correctly indicate costings and potential income, but that in some cases learners had produced costings and income which did not align in terms of time periods or had produced figures which did not support the business case. Examiners suggested therefore that learners would benefit from familiarisation with the completion of such documents within unit delivery time.

Some learners had worked well in producing a creative vision for the business, extending and developing the given ideas within the brief to produce relevant and creative responses. Ideas which were relevant, creative and deliverable tended to achieve well. Learners who had produced ideas which were not relevant within the context of the enterprise, or who had not linked the creative vision to resourcing or other requirements tended not to achieve as well.

Commented [JC4]: Can reference be made to the mark scheme/marking grid and/or assessment criteria, also, references to command words

Commented [MC5]: We tend to not make judgements like good, poor etc. e.g. consider writing . . . 'all areas of the paper were attempted'

GL – revised sentence structure hopefully addresses this.

Business cases presented by learners who achieved well tended to be informed by research, production of the resource costing plan and be aligned to the creative vision. Some learners had evaluated the practical and technical considerations of the enterprise, given a strategy for the business and provided well referenced supporting evidence to achieve well in this area. Learners who had produced business cases which lacked supporting evidence, reference to business needs and understanding of practical / technical considerations within the context of the brief tended not to achieve as well.

Examiners were pleased to note that all learners in this session had presented the pitch / presentation within the time limit of between 8 and 10 minutes as specified in the external assessment.

Some learners had engaged well with the pitching / presentation element of the set task to produce well-structured pitches which demonstrated comprehensive understanding of the scenario and the purpose of the pitch. Learners who achieved well tended to make use of information produced in activities 1 and 2 and deliver the pitch in context.

Learners should consider the presentation and how it might support their pitch rather than presenting exactly the same information and wording as the business case, and could also look at how they should be presenting information in a relevant way to allow the pitch to be effective.

It was noted that some learners were, perhaps understandably, nervous in their spoken presentation of the pitch. Learners who presented nervously did not lose marks, but often did not present information as effectively as learners who pitched more confidently. It is suggested therefore that learners would be likely to benefit from delivery time given to practicing pitching and talking to camera to a timed limit.

Commented [G6]: Detail added in this section is intended to give centres a quick point of reference with regard to section by section commentary, MS wording and summary.

Commented [G7]: I think this is a reasonable summary – not entirely convinced by ‘nervously’ but believe it conveys idea
SM I think it is reasonable and aptly worded in the context so that teachers know exactly what we are saying.

Activity 1: Resources/ Costings plan

Produce a resources/costings plan, in the electronic template provided, that breaks down and justifies the amount of money required to start up your **business**.

All learners in this session had made use of the supplied spreadsheet to show evidence of financial considerations. Learners who achieved well in this activity tended to have provided a thorough, accurate and credible breakdown of costs based on research and supported by commentary within the document to justify each item.

Some learners had confused costings between weekly, monthly and yearly expenses and income, which had led to some inaccuracies. Learners are reminded that the ability to present accurate costings and income are a vital part of working in the music industry.

Learners who were able to cost the music technology aspects of the budget realistically tended to gain higher marks than those who **focused** on, for example, office expenditure, furniture and stationery.

Learners who demonstrated detailed knowledge of equipment (for example, costing and justifying computers of required specification and associated ancillary music technology equipment needed for the business) tended to be able to respond to the brief more effectively in terms of reinforcing the aims of the business case.

The example below is not exhaustive but illustrates accurate costings, with the learner providing justification to support to costs in the context of the enterprise.

Projected Costs				
Item	Cost Per Unit	No. Of Units	Subtotal	Notes
Equipment Items				
Apple MacBook	£1249	2	£2498	Used to run software for tuition and for administration. https://www.apple.com/uk/shop/buy-mac/macbook
Logic Pro X	£199	1	£199	This is for the customers to be able to learn the software with the teacher. Logic Pro X is £199 for the whole program and further updates. https://itunes.apple.com/gb/app/logic-pro-x
Pro-Tools	£466	1	£466	This is for the customers to be able to learn the software with the teacher. Pro Tools is £466 for a perpetual license. https://shop.avid.com/
AKAI Professional MPK Mini MKII 2 Keyboard	£69.99	2	£139.98	For use by teacher and customers during one to one DAW training sessions. https://www.maplin.co.uk

Commented [MC8]: Please consider how the commentary relates to the command words and the marking grid / mark scheme

GL. Have attempted to relate each point to language used in MS.

Commented [MC9]: Consider new page and using title format to differentiate from main body of text

Commented [G10]: Reordered commentary in sequence with tasks as given and inserted task wording as shown on paper to provide clarity.

Commented [MC11]: Focused, rather than focussed ?
SM Both the Collins and the OED say that you can use either. Happy to do this but don't want people thinking I can't spell.

GL. Went with focused

Some learners who achieved less well, for example, priced up computers but did not include suitable software, speakers, headphones or keyboards.

Other learners priced up computers that would not be able to run either a modern operating system or current software, which was contrary to their own plans and therefore not realistic.

Learners should be careful when pricing up equipment on second-hand selling sites. Anything that is second hand must be justified and there should be a realisation that this might break down or be unreliable and therefore make the business unviable. It is generally expected that new equipment will be budgeted for and current prices quoted from reliable resources to provide realistic supporting evidence.

All aspects of running the business should be costed as far as possible. As an example this learner response shows thought given to how the business would pay for an online tutorial and support service and has costed a system that allows this.

Projected Costs				
Item	Cost Per Unit	No. Of Units	Subtotal	Notes
Equipment Items				
Website Domain	£0.01	1	£0.01	www.wetechit.co.uk will be the domain name purchased through www.godaddy.com . This cost is 1p for the first year with following years being £9.99 per year.
Website Hosting	£26	1	£26	Hosted through weebly allows for paid access to areas of a website, which is helpful for when people want to buy premium content like video tutorials, instant messaging, email help and book face to face consultations.

Learners who took into consideration their own wage and business profit based on realistic projected income and expenditure generally accessed higher marks. As elsewhere income projection needed to be relevant and based on consideration of factors in terms of hours of work and realistic charges for services.

In this example the learner has made use of the brief to allocate job roles to each person mentioned in the scenario, and projected income for each role per week.

Projected Income				
Item	Income Per Day	No. Of Units	Subtotal	Notes
Myself - Instrument repair specialist	£250	7	£1750	£50 per repair job. Makes up to 5 repairs a day, £250 per day. Up to 35 repair jobs a week. Income £1750 a week.
Friend 1 - Software Consultant	£140	7	£700	£35 per DAW setup. Up to 4 setups per day. £140 per day. 5 day week gives income of £700.
Friend 2- Instrument repair specialist	£220	7	£1540	£50 per repair job. £35 per setup. Up to 3 repairs and 2 set ups a day. £220 per day. Up to 21 repairs and 14 set ups a week.

Commented [G12]: Added as example of good practice to reinforce commentary above. Clips from learner submissions were not very legible so have constructed this example in table format.

Commented [G13]: Link to web page showing out of date Mac removed - I'm not convinced that this adds anything, and might appear quite negative as is an example of bad practice.

Commented [G14]: Moved this section up to keep costings and income differentiated. Created table in document for example, as submission was not very legible.

Commented [G15]: Amended slightly to give more illustrative example for centres.

				£1540 a week.
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Learners whose income was based on research into relevant job roles and who consistently referenced and justified expenditure tended to gain higher marks.

Some learners included the £5000 grant as part of their income. This meant that the income figures were not completely accurate. Within the activity the intention of the resource / costing plan was to work out how much money would be required to get the business started so as to apply for funding.

Learners who used the figures provided in their presentation, stating the amount that would be needed to get started and what it would buy, showed a better understanding of the scenario.

Learners are reminded that the formatting and size of the spreadsheet should be such that examiners are able to clearly see figures and any notes made for marking.

Commented [G16]: Rephrased some elements of this

Activity 2: Business case

Write a business case that includes an executive summary (an outline of the core idea and **creative vision** including a clear indication of the purpose of the business and sources of income). The business case should focus on winning the support of the local charity in providing funding to allow you to get your business up and running. The case should be presented clearly in an accessible format that fully supports your ideas.

To meet the scenario, learners made use of the business case to explain why they needed the funding and how they would use it to set up their business, utilising examples from the music technology industry.

Creative vision

Whilst it is not required for learners to be completely original in ideas, learners can demonstrate development of the suggested business ideas further in their creative vision. Those learners who did well in this section tended to expand upon the suggested enterprises in the scenario, demonstrating creativity in ideas.

Some learners made use of the three suggestions from the question paper but did not show any further development of these.

There were some original ideas offered such as selling software on the back of tuition and vice-versa, offering mobile instrument and technology repair to festival crew and musicians (as there were a lot of festivals in the local area), and having a leasing scheme for equipment and loyalty membership scheme for repairs and tuition. Learners who achieved well had produced ideas which were deliverable and had addressed solutions in terms of resourcing to support the idea.

In this example the learner has demonstrated solutions to potential cash flow in regards to renting rather than buying equipment.

Most of the key equipment / software will be bought as it's the best option for now as the software and equipment is current. With our expenses however we did decide to rent out Mac Minis as it worked out a lot cheaper for our company and will allow us to update with less cost in the future.

Without renting the computers we would have to spend £1400 to buy them which would have left us struggling to break even in the first few months. By renting them it allows us to get the company up and running without huge cost. We will also have a warranty with them and we can set it up so, for example, we can upgrade our computers to the latest model. This allows use to stay ahead of the competition...

Commented [MC17]: Please consider how the commentary relates to the command words and the marking grid / mark scheme

Commented [MC18]: Consider new page and using title format to differentiate from main body of text

GL. Have included Activity number and wording from task to give clarity.

Commented [MC19]: An introduction to the image of text would help understanding . . . also the top needs clipping

GL. Retyped example and paraphrased slightly for clarity.

Creative promotional ideas such as buying a skin for an advertising vehicle were in evidence, which tended to demonstrate connections made by the learner to the requirements of the enterprise.

Some learners attempted to incorporate the business ideas from the Sample Marked Learner Work (SAM), specifically from the Additional Sample Assessment Material (AddSAM). The Sample Marked Learner Work was a very different scenario and therefore the learner's submission did not respond creditably to the scenario given in this external assessment.

Learners should therefore be aware that creative vision should be set in the context of the given set task in order to attract credit.

Commented [G20]: Have removed screenshot of car sticker costing here – as felt that it blurred the line between the research / costing and business case element a little.

Business Case

Learners who achieved well in this section tended to evaluate practical and technical considerations of the business idea, very often by weighing up pros and cons in relation to the brief.

Attention to detail in areas such as the practicalities of the day-to-day running of the business tended to demonstrate evaluation of practical considerations. The example below shows an understanding of roles and wages that might need to be considered either at the start or later on in the business and also the reality of running a startup or small company.

"Small areas involved with the business such as cleaning and other miscellaneous tasks would be done by all of us evenly with them not assigned to any particular employee."

The business case should consider finances. These considerations should be supported by and referenced to the costing plan. Learners who provided a detailed evaluation of costings tended to be able to feed this into a coherent strategy to access higher marks.

Learners who addressed the market needs and the competition in the area also tended to achieve higher marks. It is important that learners reference who the competition is and how they will compete in the target market. Responses that gained higher marks researched, for example, competitor's prices and used these to feed back into their own financial projections and strategy.

Responses that achieved less well tended to give examples of income that were unrealistically low or services that were overpriced, and were often unsupported by research.

Business cases also need to consider contingencies and further development of the business beyond the first starting points to demonstrate understanding of strategy relating to the enterprise. Responses that gained high marks tended to provide strategies to allow the business to grow beyond the first year. For example, learners who discussed ploughing money back into the business for new equipment or who talked about not taking a wage tended to have applied analysis of the business needs.

Commented [MC21]: Please consider how the commentary relates to the command words and the marking grid / mark scheme

GL. As in other sections have used MS wording to tie more commentary to marking grid.

Commented [MC22]: Consider new page and using title format to differentiate from main body of text

Pitch

There was good practice within this section as learners all produced presentations that were within the allowed time.

Learners who attempted to pitch or sell the ideas to the charity, in line with the given scenario, were more likely to be able to access higher marks in this section by demonstrating understanding of the issues presented in the scenario.

Some learners, whilst undertaking the presentation, read from the screen and while this did not lose marks, those who had ownership of the presentation and were able to explain and expand upon ideas, were likely to have a deeper grasp of the concepts and communicate these ideas with greater clarity.

Learners who had expanded presentation content from their business case were also able to put across developed and coherent information and therefore potentially access higher marks.

Learners who included relevant examples of competitors and target market as part of the pitch tended to show that they had researched the market and were aware of the music technology industry.

There is no requirement in the pitch for presentation of detailed financial outlay or income as this will be in the costing plan.

In this particular scenario an outline of start-up costs would have been sufficient and those who were able to sum these up and then state how much money they would need from the charity did well on this aspect by demonstrating understanding of the context.

Responses that gained higher marks tended to outline how they might make ongoing income to support the scenario of the pitch. Some learners did not address this in sufficient detail to demonstrate their understanding of the scenario.

Copies of any presentation materials used (for example, PowerPoint slides) were very helpful to examiners in supporting marks awarded, as it was not always possible to see all details on the screen.

Learners are reminded that the video recording of the pitch should be both visually and audibly accessible to examiners.

Commented [MC23]: Please consider how the commentary relates to the command words and the marking grid / mark scheme

GL. As in other sections have used MS wording to relate to grid as appropriate.

Commented [MC24]: Consider new page and using title format to differentiate from main body of text

Summary

Based on submissions seen in this session learners who achieved well tended to have:

- familiarised themselves with music technology equipment in all aspects of the subject
- included any presentation materials electronically within the submission
- made sure that there was market research into competitors and the target audience to inform the business case
- included industry practice and examples throughout their response
- differentiated content between the Business Case and the Presentation/Pitch.
- considered costings in detail and presented the spreadsheet document legibly
- considered the difference between profit, personal wages and funding to support their response.

Commented [MC25]: Start on new page

Commented [G26]: Changed focus of this a little and amended below.

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