

Pearson BTEC Level 3 National in Music Technology

Unit 7: Music Technology Enterprise
Opportunities

Sample Assessment Materials (SAMs)

*For use with Foundation Diploma and Extended
Diploma in Music Technology*

First teaching from September 2016

Issue 3



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Changes to rubrics

The rubrics in this Sample Assessment Material have been updated to provide clarity on the conditions under which the task should be taken. Centres should read the Instructions to teachers/tutors and Instructions for learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference.

Summary of Pearson BTEC Level 3 Nationals in Music Technology Sample Assessment Materials for Unit 7: Music Technology Enterprise Opportunities Issue 2 to 3 changes

Summary of changes made between previous issues and this current issue	Page number
An introduction section has been added to clarify the: <ul style="list-style-type: none">• purpose of the assessment• requirements for formal supervision.	Page 1

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Introduction

Teachers/tutors are asked to read this section to understand the structure of the assessment for this unit as illustrated in this sample assessment. This information will not appear in the text of the live assessments.

The key purpose of this assessment is for learners to respond to a given enterprise opportunity by producing a business plan, a resources/costings plan, and a pitch/presentation.

This assessment will be offered once a year over a **2-week** period timetabled by Pearson. The timing of the assessment is **12 hours** of formally supervised assessment sessions. The centre should timetable these sessions over the **2-week** period.

This is a single task. This task does not include independent preparation.

The assessment evidence submitted to Pearson is a word processed resources/costings plan that has used the electronic template provided, a word processed written business case and an 8–10 minute unedited video recording of a pitch/presentation. The assessment evidence is produced under full formal supervision of **12 hours** to ensure that learner work is authentic and that all learners have had the same assessment opportunity. The timetabled period allows centres to provide access to computers for completion of their evidence.

Formal supervision is the equivalent of examination conditions. Learners must work independently, cannot work with other learners, cannot talk about their work to other learners and will only be able to access the materials specified in the assessment.

Pearson BTEC Level 3 Nationals

Write your name here

Surname

Forename

Level

3

Music Technology

Unit 7: Music Technology Enterprise Opportunities

Part

S

Marks



Supervised hours

12

Foundation Diploma/Extended Diploma
Sample assessment material for first teaching
September 2016

Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task.
- This booklet must be kept securely until the start of the 12 hour supervised assessment period.
- This booklet must be issued to learners during the period of 2 weeks specified by Pearson.

Information

- The total mark for this paper is 65.

Paper reference

XXXX/XX

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Instructions to Teachers/Tutors

Centres must issue this booklet at the appropriate time. Centres should refer to the Instructions for Conducting External Assessments (ICEA) document for full information on the correct conduct of formally supervised assessment.

The supervised assessment will take place in a period specified by Pearson.

Work must be completed on a computer.

All learner work must be completed independently and authenticated by the teacher/tutor before being submitted to Pearson.

Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Teachers/tutors should note that:

- learners should not be given any direct guidance or prepared materials
- all work must be completed independently by the learner.

Learners must not bring anything into the supervised environment or take anything out without your knowledge and approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Managing the completion of pitch/presentation

Centres must schedule pitch/presentation to allow time for each learner to be recorded carrying out their individual pitch/presentation. The **12 hours** of supervised assessment do not include the time it takes to video the pitch/presentation. However, the video recording must still be undertaken during the assessment period of **2 weeks** timetabled by Pearson.

Centres may conduct the tasks in any space suitable for recording. This may be a theatre, studio or performance space but could be a classroom or workshop space.

The schedule for completion of this task is at the discretion of the centre but within the release date and submission date timetabled by Pearson.

The centre must keep a record of the timetabling and completion of the assessment for all learners, including learners absent at the time originally scheduled for whom a later session is provided.

At the start of the recording each learner must clearly identify themselves giving their name, centre number and registration number.

The learner's work must be recorded using a fixed-point camera that can successfully capture the whole presentation/audition visually and audibly.

Centres must submit a continuous (i.e. one take) recording of each pitch/presentation. Recordings should not be edited, amended or manipulated.

There is no requirement for an audience to be present during the recording. If an audience is present then there must be no active participation in, or interruption of, the tasks.

The pitch/presentation must not exceed the time limit stated; any evidence exceeding the time limit will not be considered.

Learners may not reattempt their pitch/presentation unless there has been a technical problem, such as failure of the recording device, lighting failure etc. Or if there are circumstances that would merit special consideration.

Maintaining security during the formal supervised assessment period

- The assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised environment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

After the session the teacher/tutor will confirm that all learner work had been completed independently as part of the authentication submitted to Pearson.

Outcomes for Submission

Three items will need to be submitted electronically by each learner:

- a word processed resources/costings plan using the electronic template provided
- a word processed written business case
- an 8–10 minute unedited video recording of a pitch/presentation
- completed authentication sheet.

Instructions for Learners

Read the set task information carefully.

In this booklet you will be asked to carry out specific activities using the set task brief.

You will be given **12 hours** for producing the final outcomes.

You will complete the activities within the set task under formal supervision and your work will be kept securely during any breaks taken.

You will have access to a computer.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

This task must be completed under formal supervision in timetabled sessions provided by your centre. You will be given more than one timetabled session to complete these tasks.

Outcomes for Submission

You will need to submit 3 items on completion of the formally supervised assessment period.

- A word processed resources/costings plan using the electronic template provided.
- A word processed written business case.
- An 8–10 minute unedited video recording of a pitch/presentation.
- Completed authentication sheet.

Set Task Brief

EggBox Recording Studio has been part of the local music scene for 20 years and has been used by a long and impressive line of successful local bands and artists. The owner no longer has the energy or vision to keep the studio going in this digital age. He would like to rent out the studio for £300 a week including heating and lighting. Presently, EggBox Recording Studio charges £200 a day, rising to £300 a day to include an engineer.

The studio is basic although the build quality, noise suppression and acoustic spaces are excellent. It has some old equipment, a Soundcraft Spirit Studio 16/8/2, a selection of dynamic mics and stands, some good quality vintage outboard dynamic processors and a PC running Pro-tools, but not a recent version. The studio is currently taking bookings from regular customers up to 4 days a week but there is little interest from new acts.

The local arts agency has a capital grant of £15,000 available for a music enterprise within the local community.

You are going to bid for the capital grant of £15,000 from the local arts agency. To do this you will need to:

- work out how you would spend the money to revitalise EggBox Recording Studios and complete a resource costing plan (electronic template provided)
- produce a business plan that sets out your creative and financial vision for EggBox Recording Studio. The plan will include an executive summary that gives an overview of your vision as well as all other important information
- pitch/present your ideas to the local arts agency showing how you would invest £15,000 to re-focus the business and establish the studio as an important part of the local music scene. The pitch/presentation must be between 8-10 minutes long.

Set Task

You must complete ALL activities within the set task.

You are going to bid for the capital grant of £15,000 from the local arts agency. To do this you will need to complete the following activities.

Activity 1: Resources/Costing Plan

Produce a Resources/costing plan, in the electronic template provided, that breaks down and justifies how you would spend the grant money.

The areas to consider are:

- equipment
- jobs/roles
- marketing
- any other resources/costs.

Total for Activity 1 = 15 marks

Activity 2: Business Case

Write a business case that includes an executive summary. The business case should focus on winning the arts agency's support and be presented clearly in an accessible format that fully supports your ideas.

Total for Activity 2 = 30 marks

Activity 3: Pitch/Presentation

Devise a pitch/presentation.

Your centre will video record the pitch/presentation. You must clearly identify yourself at the beginning of the recording. Ensure you explain what your idea entails and how it will revitalise EggBox Recording Studio. You can use slides, charts, diagrams, audio and images if you wish but you must ensure that they are picked up by the video camera. The recording must not be edited and must be within 8–10 minutes in length.

Total for Activity 3 = 20 marks

END OF TASK

TOTAL FOR TASK = 65 MARKS

Unit 7: Music Technology Enterprise Opportunities - Sample marking grid

General Marking Guidance

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

Specific Marking guidance

The marking grids have been designed to assess learner work holistically.

Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

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

Business case creative vision - 15 marks				
0	1-4	5-8	9-12	13-15
No rewardable material	<ul style="list-style-type: none"> ideas are of limited relevance within the context of the enterprise refers to resourcing issues without creative solutions limited connections made between creative vision and the requirements of the enterprise 	<ul style="list-style-type: none"> ideas are relevant, sometimes creative and deliverable within the context of the enterprise some appropriate creative solutions provided to address resourcing issues clear connections made between creative vision and the requirements of the enterprise 	<ul style="list-style-type: none"> ideas are relevant, creative and mostly deliverable within the context of the enterprise mostly valid creative solutions provided to address resourcing issues clear and mostly detailed connections made between creative vision and the requirements of the enterprise 	<ul style="list-style-type: none"> ideas are relevant, creative and fully deliverable within the context of the enterprise consistently valid creative solutions provided to address resourcing issues clear and detailed connections made between creative vision and the requirements of the enterprise

Business case - 15 marks				
0	1-4	5-8	9-12	13-15
No rewardable material	<ul style="list-style-type: none"> limited understanding of the practical/technical considerations with little relation to the enterprise limited understanding of business needs with ideas lacking in relevance to the business case supporting evidence is limited to broad headings and generalisations 	<ul style="list-style-type: none"> secure understanding of the practical/technical considerations mostly relating to the enterprise analysis of business needs attempted with some evidence of a strategy partially supporting the business case supporting evidence informs the business case with some inconsistencies 	<ul style="list-style-type: none"> effective evaluation of the practical/technical considerations fully relating to the enterprise analysis of business needs with a mostly coherent strategy supporting the business case with occasional lapses supporting evidence is applied and mostly supports the business case 	<ul style="list-style-type: none"> in-depth evaluation of the practical/technical considerations fully relating to the enterprise analysis of business needs with a coherent strategy successfully supporting the business case supporting evidence is applied and referenced, and fully supports the business case

Pitching and/or presentation - 20 marks				
0	1-6	7-11	12-15	16-20
No rewardable material	<ul style="list-style-type: none"> pitch/presentation demonstrates limited understanding of the issues presented in the scenario pitch/presentation is delivered with limited use of occasionally appropriate presentational devices pitch is unstructured and arguments lost or not followed through pitch/presentation supported only with isolated examples from the music technology industry 	<ul style="list-style-type: none"> pitch/presentation demonstrates some understanding of the issues presented in the scenario pitch/presentation is delivered with relevant use of some appropriate presentational devices pitch is structured and arguments followed although gaps and inaccuracies are evident pitch/presentation sometimes supported with some relevant examples from the music technology industry 	<ul style="list-style-type: none"> pitch/presentation demonstrates secure understanding of the issues presented in the scenario pitch/presentation is delivered effectively using presentational devices mostly appropriate to context pitch is structured and arguments followed through and largely accurate pitch/presentation mostly supported with clear and fully relevant examples from the music technology industry 	<ul style="list-style-type: none"> pitch/presentation demonstrates comprehensive understanding of the issues presented in the scenario pitch/presentation is creatively delivered using presentational devices fully appropriate to context pitch is well structured and arguments fully developed and coherent pitch/presentation consistently supported with appropriately selected and fully relevant examples from the music technology industry

Resource costing plan - 15 marks (electronic template provided)			
0	1-4	5-8	9-12
No rewardable material	<ul style="list-style-type: none"> partial breakdown of costs for funding the project evident with occasionally correct costings costing requirements are occasionally realistic with simple comment occasionally relevant costings, reinforcing the aims of the business case to a limited extent 	<ul style="list-style-type: none"> complete breakdown of costs for funding the project, with some inaccuracies costing requirements are realistic with some supporting evidence costings are mostly relevant and reinforce the aims of the business case 	<ul style="list-style-type: none"> complete and accurate breakdown of costs for funding the project costing requirements are realistic with mostly effective use of supporting evidence costings are relevant and reinforce the aims of the business case
			13-15
			<ul style="list-style-type: none"> thorough, accurate and credible breakdown of costs for funding the project costing requirements are consistently realistic with convincing supporting evidence throughout costings are detailed and relevant and fully reinforce the aims of the business case

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