

Pearson BTEC Level 3 Nationals in Music Performance

Sample Assessment Materials:

Unit 2: Professional Practice in the Music Industry

For use with: Extended Certificate

Version 3.0

Edexcel, BTEC and LCCI qualifications

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The Department for Education (DfE) is currently considering this qualification for inclusion in performance tables in England.

This draft specification shows you our proposed content and overall approach. During the DfE approval process, we may be asked to make changes to any section in the specification, including content, assessments or first teaching and assessment dates.

When the DfE gives final approval for inclusion in performance tables in England, we will:

- confirm first teaching date
- confirm the first external assessment date
- issue the final version of the specification.

References to third-party material made in this specification are made in good faith, we do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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 demonstrate that they can respond to a scenario to bid for work that is relevant to freelancers operating in the music industry. In order to do this, they will need to create a project plan, budget, rationale, and presentation slides with notes.

This is a single part task. This assessment will be offered twice a year over a two-week period timetabled by Pearson. The timings of the assessment are **3 hours** of monitored preparation followed by **5 hours** of formally supervised assessment sessions to complete the task. The centre should timetable these sessions over the two-week period, ensuring the correct controls are in place.

Monitored preparation is provided for learners to carry out independent research on the information provided in the scenario. Centres need to make provision for the monitored research, using scheduled lessons. No materials are allowed in or out of the monitored preparation sessions.

Monitored preparation sessions are where learners are being directly observed by the teacher. They will have access to the internet and use of appropriate resources such as class notes and published material. Learners are working independently, rather than being taught or directed, and teachers/tutors will be able to authenticate that the outcomes for formal assessment meet the requirements and are authentic.

Learners can prepare summary research notes to take into the supervised assessment task. Learners will produce their notes during the monitored preparation sessions and these will be authenticated by the teacher to ensure they meet the requirements specified in the sample assessment. At the end of the monitored preparation, centres will retain learners' notes and then return them to learners for use during the formal supervised assessment. After the assessment, the notes will be retained by the centre and may be requested by Pearson during the marking process.

The supervised assessment task takes place under formal supervision.

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.

Music Performance

Unit 2: Professional Practice in the Music Industry

For use with:
Extended Certificate

Sample assessment material for first teaching September 2018

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 in the relevant series.
- This booklet must be kept securely until the start of the two week assessment period timetabled by Pearson.

Information

- The total mark for this task is 70.

Level

3

Part

S

Supervised
hours

5

Instructions to Teachers/Tutors

Centres should refer to the BTEC Nationals Instructions for Conducting External Assessment (ICEA) document for full information on the conduct of monitored and formally supervised assessment.

The set task should be carried out with **3 hours** monitored preparation followed by **5 hours** to complete the assessment task under formal supervision. Centres must arrange these eight hours within the two week period timetabled by Pearson.

Within the three hours of **monitored preparation**, learners should read the task and carry out independent research, for example into resources and costings. They may have access to: the internet, books, class notes and other published material.

Learners must work independently and must not be given guidance or feedback.

Learner notes are the outcome of their monitored preparation. Learners may prepare up to four sides of A4 notes to use during the supervised assessment task. These must be hard copies and can either be handwritten or word processed. If word processed, the font size must be 10 points minimum. Learners should not be given any support in writing or editing notes. Other content is not permitted. Learners' notes:

- should be written in bullet point form
- must not contain full sentences or extended writing
- must not contain pre-prepared wording for the presentation slides
- may contain mind maps of ideas, information on generic principles arising from the scenario and the unit content.

During the monitored preparation sessions, any materials being used by learners must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. Learners' prepared notes should be retained by the centre between the monitored sessions and the supervised assessment.

The set task is completed in five hours under **formal supervision**.

Learners must have access to their notes from the monitored preparation period and a computer.

Teachers/tutors should note that during the monitored preparation period:

- learners should not be given any direct guidance or other prepared materials
- learners should not be given any support in writing or editing notes
- all work must be completed independently by the learner.

Maintaining security during the supervised assessment period

- Learners are not permitted to have access to the internet or other resources.
- Learner notes must be checked to ensure that they comply with the requirements.
- User areas must only be accessible to the learners and to named members of staff.
- Learners can only access their work under supervision.
- Any materials being used by learners must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.
- Learner notes should be retained by the centre after the completion of supervised assessment and may be requested by Pearson.

Outcomes for submission

Each learner must submit in hard copy:

- a project plan
- a budget
- a rationale
- a presentation of 6-10 slides, with accompanying presenter notes.

A fully completed authentication sheet must be submitted by each learner. Learners' notes from the monitored preparation period do not need to be submitted with the final outcomes to Pearson.

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

Read the set task information carefully.

You will be given **3 hours** of monitored preparation ahead of the supervised assessment sessions to review the information provided in this booklet and carry out research activities. Your teacher/tutor will advise you of the scheduled sessions for this work.

During the 3 hours of monitored preparation you will have access to the internet to research requirements and costings. You are allowed to prepare up to 4 sides of A4 notes to use during the supervised assessment sessions. These will be collected in by your teacher at the end of each session, stored securely and handed back to you at the beginning of the next session. Only the notes that you produce in the monitored preparation sessions may be used in the supervised assessment task.

Your notes must be your own work and:

- should be written in bullet point form
- must not contain full sentences or extended writing
- must not contain pre-prepared wording for the presentation slides
- may contain mind maps of ideas, information on generic principles arising from the scenario and the unit content.

The set task is completed over **5 hours** under formal supervision and your work will be kept securely during any breaks taken.

During the 5 hours of supervised assessment you will have access to your notes and a computer, but you will not have access to the internet.

You must plan your time and be prepared to submit all the required evidence by the date specified.

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

Outcomes for submission

You will need to submit in hard copy:

- a project plan
- a budget
- a rationale
- a presentation of 6-10 slides, with presenter notes.

A fully completed authentication sheet must also be submitted. Your notes from the monitored preparation period do not need to be submitted with the final outcomes to Pearson, but they will be kept by your centre.

Set Task Brief

To celebrate the bicentenary of the Queenstown market, the town council, along with the 'Open Spaces' committee, have decided to hold a festival in the local park.

The council are looking for a freelance event coordinator to submit a bid to organise the musical aspects of the festival. This must include the main music stage but could also involve creating other musical performance opportunities to occur during the festival. The council are keen for musicians from the local community to feature as much as possible.

The work will involve sourcing, booking and scheduling musical acts for the event, including the provision of appropriate crew and equipment required for the main stage. Staging and lighting will be provided free of charge by the council, but the bid needs to include details of relevant music equipment hire. Accurate costings are required, since local businesses will be encouraged to provide sponsorship or other support to cover all costs.

The council are offering payment for this work with a fee of £2000 for the event coordinator on successful conclusion of the event. This fee is separate from the budget and does not need to be included in any part of the bid.

The festival will run from 12pm till 10pm on the third Saturday in June. It is expected that some of the acts will perform for no fee. The council are keen that the festival should be enjoyed by as wide a range of people as possible and be suitable for all age groups. There will be no charge for admission.

Queenstown has a popular, three-acre park that hosts weekend markets as well as a range of sports and recreational activities throughout the year. There is a cafe and a children's area in the park as well as a large space suitable for the main stage.

The council placed this advertisement in the local paper:

Queenstown Gazette

Invitation to bid Queenstown 'In the Park' Festival

To celebrate 200 years of our internationally renowned market, Queenstown is planning to host a free 'In the Park' festival on the third Saturday in June.

We are now inviting bids from freelance event coordinators to organise the music for the festival to include, but not limited to, the main music stage.

It is expected that the event coordinator will raise funds from local businesses to cover all costs related to music provision for the festival so the planned budget needs to match expected sponsorship income.

Queenstown Council welcome bids from any interested parties. The bid needs to include a project plan, budget, rationale and a prepared pitch/presentation to encourage sponsorship from local businesses.

A fee of £2000 is payable to the event coordinator on successful conclusion of the event.

The event coordinator will have 12 weeks to complete the work before the festival.

Please contact: intheparkfestival@queenstown.org to submit a bid.

Set Task

You must complete ALL activities within the set task.

You are preparing a bid for the Queenstown *'In the Park'* festival.

To do this you will need to complete the following four activities:

Activity 1: Project plan

Produce a project plan for the *'In the Park'* festival.

When devising the project plan, the following key areas need to be addressed:

- An outline of your ideas for music at the *'In the Park'* festival - this must include the main stage, but can also include other areas.
- Sourcing and booking of appropriate types and numbers of musical acts.
- Details of musical equipment and other resources required.
- Planned scheduling and timings for the 12 week preparation period.
- A draft running order for the main stage between 12pm and 10pm.
- Consideration of relevant legal and health and safety requirements.

(20 marks)

Activity 2: Budget

Estimate costings for your bid.

You will need to provide estimated costs relating to:

- Payment of the musical acts.
- Relevant music equipment hire and crew.
- Any other expenses such as transportation or refreshments for acts.
- You should also include a breakdown of your projected sponsorship income to demonstrate how you plan to cover these costs.

(15 marks)

Activity 3: Rationale

Explain the rationale behind your decisions for this project.

In your response you should address:

- Your creative vision for the range of musical styles you plan to present on the main stage and ideas for any additional performance opportunities.
- The rationale for inclusion of the various types of musical act.
- The rationale for the scheduling of the various musical acts.
- Justification of your decisions relating to required equipment and resources.

(20 marks)

Activity 4: Pitch/presentation

Devise a pitch/presentation of 6-10 slides with brief presenter notes/prompts.

Your presentation should be directed at local businesses with the aim of encouraging them to sponsor the music provision at the festival. This should include:

- An overview of the music at the festival
- Sponsorship opportunities, such as advertising
- Reasons why the business might like to sponsor the festival, including potential benefits.

(15 marks)

Unit 3: Professional Practice in the Music Industry – 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 response.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1: Project plan		20 marks		
0	1–5	6–10	11–15	16–20
Level of response not worthy of credit.	<ul style="list-style-type: none"> • Demonstrates a limited knowledge of planning requirements of the music industry • Basic application of research skills, which occasionally meet requirements of brief • Resource planning is limited to broad headings and generalisations • Timings are incomplete and limited in scope 	<ul style="list-style-type: none"> • Demonstrates some knowledge of planning requirements of the music industry • Competent application of research skills, which sometimes meet requirements of the brief • Evidence of resource planning provides some support for the bid • Timings are mostly coherent and address some requirements of bid 	<ul style="list-style-type: none"> • Demonstrates understanding of planning requirements of the music industry • Effective application of research skills, which mostly meet requirements of the brief • Evidence of relevant resource planning mostly supporting the bid • Timings are coherent and effectively address the requirements of bid 	<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of planning requirements of the music industry • Comprehensive application of research skills to fully meet requirements of the brief • Evidence of detailed and considered resource planning, fully supporting the bid • Timings are comprehensive and fully address the requirements of bid
<p>Indicative content</p> <p>Answers are likely to include information on: the number and styles of acts, what level of community involvement there is in the acts; and where they would go to source these acts or how they might audition or create interest.</p> <p>Details of resources should be suitable for the outdoor location and suggested size of the park might include:</p> <ul style="list-style-type: none"> • PA equipment, such as speakers, mixing desk, amps, mics, cables, as well as instrument hire, playback devices, mic stands • suggestions for other resources, such as music stands, chairs for performers, transport, and other sundry items • crew requirements for different times for the main stage and other areas, including setting up and packing away. <p>The project plan should allow sufficient time for the various activities. For example, more time-consuming activities such as sourcing the musical acts would be best placed earlier in the 12-week period.</p> <p>A running order should give a realistic amount of time per performer with allowance for changeovers.</p> <p>Relevant health and safety considerations for an outside event to cover issues such as electricity, the weather, cable safety for performers and public, noise considerations for performers, audience and residents nearby, lifting for crew.</p>				

Activity 2: Budget		15 Marks		
0	1–3	4–7	8–11	12–15
Level of response not worthy of credit.	<ul style="list-style-type: none"> • Demonstrates limited awareness of financial considerations with little relation to the scenario • Costings are rarely realistic or feasible • Budgeting evident but contains inaccuracies/omissions and is communicated with limited clarity 	<ul style="list-style-type: none"> • Demonstrates some awareness of financial considerations partly related to the scenario • Costings are sometimes realistic and feasible • Budgeting contains some inaccuracies/omissions and is not always communicated clearly 	<ul style="list-style-type: none"> • Demonstrates understanding of the financial considerations mostly related to the scenario • Costings are mostly realistic and feasible • Budgeting is mostly accurate and consistent and is mostly communicated clearly 	<ul style="list-style-type: none"> • Demonstrates detailed understanding of the financial considerations fully related to the scenario • Costings are fully realistic and feasible • Budgeting is fully accurate and comprehensive and is communicated clearly
<p>Indicative content</p> <p>Answers should take account of differing costs for different types of acts. This might include a few higher-cost and higher-profile acts, some mid-price acts, and a number of acts that would perform for free, such as a community choir or groups that are looking for experience and exposure.</p> <p>Costs should be consistent with the information provided in the project plan. They would include hiring various items of musical equipment listed in the project plan, and should accurately reflect the quantities of items needed. Other expenses might include costs for transportation of equipment or refreshments for the acts, if provided.</p> <p>Overall costs need to remain feasible in relation to expected sponsorship income. The expected sponsorship income should be broken down, e.g. learners might try to cover costs of £2000 by suggesting that they look for 10 local businesses to each donate £200.</p>				

Activity 3: Rationale		20 marks		
0	1-5	6-10	11-15	16-20
Level of response not worthy of credit.	<ul style="list-style-type: none"> • Choices are supported with simple comments showing limited awareness of the requirements of the scenario • Justification of decisions shows limited consideration of the scenario • Limited understanding of the music industry is evident 	<ul style="list-style-type: none"> • Choices are supported with relevant comments showing some awareness of the requirements of the scenario • Justification of decisions shows some consideration of the scenario • Some relevant understanding of the music industry is evident 	<ul style="list-style-type: none"> • Choices are mostly supported with relevant comments showing sustained awareness of the requirements of the scenario • Justification of decisions is considered and mostly supports the creative vision • Secure and relevant understanding of the music industry is evident 	<ul style="list-style-type: none"> • Choices are fully supported with developed comments showing sustained awareness of the requirements of the scenario • Justification of decisions is persuasive and fully supports the creative vision • Comprehensive and relevant understanding of the music industry is evident
<p>Indicative content</p> <p>In this section learners have the opportunity to express their creative vision for the festival's music provision. For instance, they might decide on a theme or overarching concept. They should justify their decisions for the range of musical styles suggested, for instance, in order to provide interest for all ages and types of potential audience, as specified in the brief. They might also include ideas about extra music provision such as small pop up stages or buskers.</p> <p>Individual acts should be explained in terms of their inclusion, for instance, a well-known band to help draw audience in, a local community group to increase the amount of community members taking part and to bring their family and friends to support, a children's choir to give performance opportunities to young people, etc.</p> <p>Also, learners should justify their decisions regarding equipment and other resources. For example, they might address the size of the PA and whether this is sufficient for the open-air stage; they might also justify the number of mics and stands they require in terms of the size of the musical acts attending.</p>				

Activity 4: Pitch/presentation 15 marks				
0	1–3	4–7	8–11	12–15
Level of response not worthy of credit.	<ul style="list-style-type: none"> ● Pitch/presentation demonstrates limited understanding of the scenario ● Pitch/presentation is unstructured and arguments are lost or not followed through ● Pitch/presentation demonstrates limited awareness of the audience 	<ul style="list-style-type: none"> ● Pitch/presentation demonstrates some understanding of the scenario ● Pitch/presentation has some structure and arguments show attempt at persuasion with gaps or inaccuracies ● Pitch/presentation demonstrates some appropriate awareness of the audience 	<ul style="list-style-type: none"> ● Pitch/presentation demonstrates secure understanding of the scenario ● Pitch/presentation is structured and arguments are developed and largely persuasive ● Pitch/presentation demonstrates effective awareness of the audience 	<ul style="list-style-type: none"> ● Pitch/presentation demonstrates comprehensive understanding of the scenario ● Pitch/presentation is well structured and arguments are fully developed and persuasive ● Pitch/presentation demonstrates fully appropriate awareness of the audience
<p>Indicative content Learners might suggest incentives for businesses to provide sponsorship, such as featuring on the programme, having the business name appear on a banner over the stage or allowing the business to host a trade stand at the festival. Sponsorship need not be restricted to financial matters, they might also include payment in kind such as free equipment loan. The slides could be headings only, of a few words, with some supporting notes to explain the kind of things the learner would propose to cover under each heading. It is important for the presentation to look as professional as possible and also to be seen to craft the presentation towards the target audience.</p>				