

Component 3: - Responding to a Commercial Music Brief

General Marking Guidance

All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

All marks on the mark scheme should be used appropriately.

All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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.

The mark awarded within the band will be decided based on the quality of the response in relation 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.

Mark	0	1-2	3-4	5-6	7-8
<p>Activity 1 Initial response to the music brief.</p>	<p>No rewardable material</p>	<ul style="list-style-type: none"> Limited outline of the proposed musical material Limited consideration of how the proposed musical material will address the aims and requirements of the brief Limited consideration of how musical elements, genres, styles and playing/producing techniques will be used Limited consideration of the resources and skills development needed 	<ul style="list-style-type: none"> Basic explanation of the proposed musical material Basic explanation of how the proposed musical material will address the aims and requirements of the brief Basic consideration of how musical elements, genres, styles and playing/producing techniques will be used Basic consideration of the resources and skills development needed 	<ul style="list-style-type: none"> Competent explanation of the proposed musical material Competent explanation of how the proposed musical material will address the aims and requirements of the brief Competent consideration of how musical elements, genres, styles and playing/producing techniques will be used Competent consideration of the resources and skills development needed 	<ul style="list-style-type: none"> Detailed explanation of the proposed musical material Detailed explanation of how the proposed musical material will address the aims and requirements of the brief Detailed consideration of how musical elements, genres, styles and playing/producing techniques will be used Detailed consideration of the resources and skills development needed

Mark	0	1-4	5-8	9-12	13-16
<p>Activity 2 (a) Create a music product</p> <p>The musical skill shown in the creative interpretation.</p>	<p>No rewardable material</p>	<ul style="list-style-type: none"> • The interpretation tentatively addresses the creative and stylistic aims of the music brief • The interpretation demonstrates a limited use of appropriate musical elements throughout • The interpretation demonstrates an uncertain awareness of genre characteristics 	<ul style="list-style-type: none"> • The interpretation adequately addresses the creative aims of the music brief • The interpretation demonstrates an adequate use of musical elements throughout • The interpretation demonstrates a basic awareness of genre characteristics 	<ul style="list-style-type: none"> • The interpretation effectively addresses the creative aims of the music brief • The interpretation demonstrates an effective use of musical elements throughout • The interpretation demonstrates a competent awareness of genre characteristics 	<ul style="list-style-type: none"> • The interpretation perceptively addresses the creative aims of the music brief • The interpretation demonstrates an assured use of musical elements throughout • The interpretation demonstrates an assured awareness of genre characteristics

For Activity 2(b), the relevant marking grid for the product produced should be used.

Mark	0	1-5	6-10	11-15	16-20
<p>Activity 2 (b) Create a music product –Creating and Performing</p> <p>The technical musical skill in the final music product.</p>	No rewardable material	<ul style="list-style-type: none"> The performance demonstrates limited accuracy and technique throughout The performance demonstrates limited use of musical expression The final performance has major inconsistencies that detract from the overall quality of the outcome 	<ul style="list-style-type: none"> The performance demonstrates adequate accuracy and technique throughout The performance demonstrates appropriate use of musical expression The final performance has minor inconsistencies that have some impact on the overall quality of the outcome 	<ul style="list-style-type: none"> The performance demonstrates competent accuracy and technique throughout The performance demonstrates competent use of musical expression The final performance is generally consistent which has no negative impact the overall quality of the outcome 	<ul style="list-style-type: none"> The performance demonstrates assured accuracy and technique throughout The performance demonstrates an assured use of musical expression The final performance is consistent throughout which enhances the overall quality of the outcome

Mark	0	1-5	6-10	11-15	16-20
<p>Activity 2 (b) Create a music product – Creating and Producing</p> <p>The technical musical skill in the final music product.</p>	<p>No rewardable material</p>	<ul style="list-style-type: none"> The product demonstrates limited technical recording and production ability (including use of software, editing and effects). The product demonstrates limited use of musical expression. The final music product has major inconsistencies that detract from the overall quality of the outcome. 	<ul style="list-style-type: none"> The product demonstrates adequate technical recording and production ability (including use of software, editing and effects). The product demonstrates appropriate use of musical expression. The final music product has minor inconsistencies that have some impact on the overall quality of the outcome. 	<ul style="list-style-type: none"> The product demonstrates competent technical recording and production ability (including use of software, editing and effects). The product demonstrates competent use of musical expression. The final music product is generally consistent which has no negative impact the overall quality of the outcome. 	<ul style="list-style-type: none"> The product demonstrates confident technical recording and production ability (including use of software, editing and effects). The product demonstrates an assured use of musical expression. The final music product is consistent throughout which enhances the overall quality of the outcome.

Mark	0	1-2	3-4	5-6	7-8
<p>Activity 2 (c) Create a music product</p> <p>Presentation and meeting technical requirements.</p>	No rewardable material	<ul style="list-style-type: none"> The quality of the presentation of the musical product is generally inconsistent and unclear. The final music product tentatively meets the technical requirements of the brief. 	<ul style="list-style-type: none"> The quality of the presentation of the musical product is adequate with minor inconsistencies. The final music product partially meets the technical requirements of the brief. 	<ul style="list-style-type: none"> The quality of the presentation of the musical product is generally clear and consistent. The final music product mostly meets the technical requirements of the brief. 	<ul style="list-style-type: none"> The quality of the presentation of the musical product is clear and effective throughout. The final music product meets the technical requirements of the brief.

Mark	0	1-2	3-4	5-6	7-8
<p>Activity 3: Individual commentary on the creative process.</p>	<p>No rewardable material</p>	<ul style="list-style-type: none"> • Limited account of how the music was developed through the creative process. • Limited description of how musical elements, genres, styles techniques were used to re-interpret the piece. • Limited identification of the strengths and areas for improvement of the final product. 	<ul style="list-style-type: none"> • Basic explanation of how the music was developed through the creative process. • Basic explanation of how musical elements, genres, styles techniques were used to re-interpret the piece. • Basic explanation of the strengths and areas for improvement of the final product. 	<ul style="list-style-type: none"> • Competent explanation of how the music was developed through the creative process. • Competent explanation of how musical elements, genres, styles techniques were used to re-interpret the piece. • Competent explanation of the strengths and areas for improvement of the final product. 	<ul style="list-style-type: none"> • Thorough and detailed explanation of how the music was developed through the creative process. • Thorough and detailed explanation of how musical elements, genres, styles techniques were used to re-interpret the piece. • Thorough and detailed explanation of the strengths and areas for improvement of the final product.