

SPECIFICATION

BTEC Tech Award in MUSIC PRACTICE

Level 1/Level 2

First teaching September 2018 | First certification July 2020

ISSUE 3



Pearson BTEC Level 1/Level 2 Tech Award in Music Practice Specification

First teaching September 2018
Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14-16-year-olds.

The DfE has set out criteria for technical awards, through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific knowledge and technical skills in a practical learning environment. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the music sector

The music industry is a vibrant, exciting and highly competitive industry that contributed £4.1 billion to the UK economy in 2015, outpacing the overall growth of the economy by 2.5 per cent. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2015, the music industry supported more than 117,000 full-time jobs in the UK, 69,300 of which were professional musician roles.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Music Practice specification Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under <i>Section 8 Final grading and awarding</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 44
The points thresholds have been updated in the Calculation of grade table.	Page 45
Example 2 has been updated as a Merit award.	Page 46
The wording in <i>Section 9 Administrative arrangements</i> subsections <i>Learner malpractice</i> and <i>Teacher/centre malpractice</i> have been updated to clarify suspension of certification in certain circumstances.	Page 50

Contents

1	Pearson BTEC Level 1/Level 2 Tech Award in Music Practice – purpose	1
	Who is the qualification for?	1
	What does the qualification cover?	1
	What can the qualification lead to?	1
2	Structure	2
	Total Qualification Time	2
	Components	2
	Assessment	3
	Language of assessment	4
	Grading of the qualification	4
3	Components	5
	Understanding your components	5
	Component 1: Exploring Music Products and Styles	7
	Component 2: Music Skills Development	17
	Component 3: Responding to a Commercial Music Brief	25
4	Planning your programme	34
	Is there a learner entry requirement?	34
	What level of sector knowledge is needed to teach this qualification?	34
	What resources are required to deliver this qualification?	34
	How does this qualification contribute to Key Stage 4 learning?	34
	What makes good vocational teaching?	34
5	Internal assessment	35
	Principles of internal assessment	35
	Operating internal assessment	35
	Setting assignments	36
	Making valid assessment decisions	37
6	Quality assurance	40
	Centre and qualification approval	40
	Continuing quality assurance and standards verification	40
7	External assessment	42
	Role of external assessment for the BTEC Tech Award suite	42
	External assessment	42
	Timing of external assessment	42
	Sample assessment materials	42
	Conduct of set tasks for external assessment	43
	Pearson marking and awarding grades	43

8	Final grading and awarding	44
	Awarding and reporting for the qualification	44
	Eligibility for an award	44
	Calculation of the qualification grade	44
	Examples of grade calculations based on table applicable to registrations from September 2018	46
9	Administrative arrangements	47
	Introduction	47
	Learner registration and entry	47
	Access to assessment	47
	Administrative arrangements for internal assessment	47
	Administrative arrangements for external assessment	48
	Additional documents to support centre administration	51
10	Resources and support	52
	Support for setting up your course and preparing to teach	52
	Support for teaching and learning	52
	Support for assessment	52
	Training and support from Pearson	53
	Appendix 1	54
	Glossary of terms used for internally-assessed components	54

1 Pearson BTEC Level 1/Level 2 Tech Award in Music Practice – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice (Qualification Number: 603/2973/7), is for learners who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- attitudes that are considered most important in the music industry, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

This Award complements the learning in GCSE programmes, by broadening experience and skills participation in different types of musical techniques for different musical styles. The Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a music-related degree.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- study of music post-16 through the study of a BTEC Level 2 Technical Certificate in Music. Learners who perform well in the BTEC Level 1/Level 2 Tech Award in Music Practice should consider this progression route as it can lead to employment in the music industry.

2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice has:

- Total Qualification Time: 140 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all the components included in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice				
Component number	Component title	GLH	Level	How assessed
1	Exploring Music Products and Styles	36	1/2	Internal
2	Music Skills Development	36	1/2	Internal
3	Responding to a Commercial Music Brief	48	1/2	External Synoptic

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop a broad knowledge and understanding of the music industry, specialist skills and techniques in music practice, and how to respond to a commercial music brief.

Internal assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of music styles and techniques used in a range of music genres, and how to respond to a music industry brief
- the development and application of skills such as practical and interpretative, musical rehearsal and performance through workshops and classes
- reflective practice through the development of skills and techniques that allow learners to think about the development of their idea from the initial plan to the final musical product.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

You will make grading decisions based on the requirements and supporting guidance given in the components. For further information on using and assessing through assignments, including resubmissions, see *Section 5*.

External synoptic assessment

There is one external assessment, *Component 3: Responding to a Commercial Music Brief*, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

Component 3 requires learners to apply musical skills and techniques in response to a brief to produce a music product.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade. This component should be delivered and assessed at the end of the course of study.

Component	Description of task	Availability
Component 3: Responding to a Commercial Music Brief	<ul style="list-style-type: none"> Task set and marked by Pearson. Three hours will be completed under formal supervision and 20 hours will be completed under informal supervision. Twelve weeks before the supervised assessment period, learners will be given the set task in order to carry out the development of creative ideas and techniques for the final music product. The set task will be completed in 23 hours within the period timetabled by Pearson. 60 marks. 	May/June from 2020 onwards

Language of assessment

Assessment of the internal and external components for this qualification will be available in English. All learner work must be in English. A learner taking the qualification may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9*.

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Centres report outcomes at five grade points. Please see *Section 5* for guidance on how to assess. Each component has detailed information on how to assess across the grades.

The externally-assessed component is marked and awarded on a continuum, using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction. The outcome is reported at six grade points from Level 1 Pass to Level 2 Distinction. Learners will also receive a points score.

The difference in the grade scale for internal and external components reflects how the final component discriminates performance more fully. This is because of the synoptic nature of the assessment in which a Level 1 Distinction grade is one where there is evidence at Level 2 in part but does not draw consistently on content across the breadth of the qualification.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8* for more information on the approach we are using to grade qualifications.

The relationship between qualification-grading scales and component grades will be subject to regular review as part of Pearson's standards monitoring processes. Reviews are carried out on the basis of learner performance and in consultation with key users of the qualification.

3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and digest this section.

Internal components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, and might be applied when progressing to further study.
Learning aims	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory and includes some examples, denoted as 'e.g.', of what must be delivered.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Essential information for setting assignments	This gives you information on how full assignments can be developed for each learning aim.
Assessment criteria	Assessment criteria state the levels of achievement that a learner must demonstrate in their assessment to meet the learning aims. Assessment criteria are used by assessors to determine grading levels for an assessment.
Essential information for assessment decisions	This section gives guidance on the evidence that learners are expected to provide to reach the Level 1 Pass, Merit and Level 2 Pass, Merit and Distinction standards. It also gives examples and clarification.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see <i>Section 10</i> .

External components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
Summary of assessment	Sets out the type of external assessment used and the way it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the externally-set task. Content will be sampled through the external assessment over time.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.

Component 1: Exploring Music Products and Styles

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.

Introduction

Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created?

In this component, you will develop your understanding of different types of music product and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the performance, creation and production of music. You will also practically explore the key features of different genres of music and music theory and apply your knowledge and understanding to developing your own creative work.

This component will help you to progress to Level 2 or 3 vocational or academic qualifications where a knowledge of musical styles and a grounding in the areas of performance, creation and music production is essential.

Learning aims

- A** Develop appreciation of styles and genres of music
- B** Explore techniques used to create music products.

Teaching content

Learning aim A: Develop appreciation of styles and genres of music

Through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key stylistic features of different genres of music. They should apply stylistic features to performance, composition and music production activities.

A1 Genres of music

- Popular music – a minimum of two from each decade:
 - 60s to 70s, e.g. British invasion, folk revival, psychedelic, heavy metal, soul, Motown, disco, punk, reggae
 - 80s to 90s, e.g. synth pop, post punk, thrash metal, stadium rock, hardcore, grunge, Britpop, hip hop, rave, techno, house, DnB
 - 00s to present day, e.g. nu metal, pop punk, EDM, dubstep, K-pop, reggaeton, grime, trap.
- World music and fusion.
- Music for media: film, TV or computer games, e.g. soundscapes, ambient music, e.g. Foley, diageitic, non-diageitic, motifs and leitmotifs, thematic development.
- Western classical styles of music, e.g. romantic, orchestral, leitmotif, minimalism.
- Jazz and blues, e.g. bebop, big band.

A2 Development of music

- Iconic composers, artists, bands and producers who have influenced and impacted musical styles and genres.
- Impact of technology on musical styles, instruments and genres:
 - techniques such as phasing, scratch techniques, turntablism, fusion of styles, looping, multi-tracking.
 - development of instrumental techniques
 - audio recording developments and techniques
 - sampling and synthesis
 - distribution and sharing.

A3 Stylistic features and characteristics (music theory)

- Musical elements in different genres:
 - instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds
 - scales and modes, e.g. major scale, minor scales, blues scale, pentatonic, modes, ragas, exotic scales
 - harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios/broken chords
 - rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing
 - melodic techniques, e.g. conjunct, disjunct, chromatic, diatonic, phrasing, pattern and sequence, ornamentation, motifs, round/canon, riffs, hooks, head, improvisation
 - production, e.g. sampling, fx, looping, controllerism, turntablism, quantisation, sequencing, automation.

Learning aim B: Explore techniques used to create music products

This learning aim is designed to be taught through a combination of practical and taught sessions that will allow learners to investigate how music from a variety of genres is performed, created and produced.

B1 Music industry products

Learners should consider the impact of the music for the purpose and intended audience it was created for.

- Types of music product:
 - live performance
 - audio recording
 - composition for media, such as film, TV, adverts and computer games
 - original song or composition
 - Digital Audio Workstation (DAW) project.

B2 Music realisation techniques

Learners must participate in workshops, exploring the range of theory, knowledge and techniques used to realise music products while developing their critical listening skills. They should explore different techniques utilised in the areas of performance, creation and production.

- Music performance:
 - instrumentation
 - roles and functions of different instruments, e.g. transposing for other instruments and vocal ranges, use of timbre, special effects
 - how individual parts fit together, e.g. arrangements, SATB, orchestration, exploring timbre, rhythm section and soloists, call and response
 - ensemble skills such as playing in time with a sense of pulse, sensitivity to others.
- Creating original music:
 - starting points and stimuli (both musical and non-musical)
 - repetition and contrast
 - developing and extending musical ideas.
- Techniques used in producing music:
 - software instruments, e.g. DAW software
 - microphone selection and placement
 - MIDI and audio editing techniques.

COMPONENT 1: EXPLORING MUSIC PRODUCTS AND STYLES

Suggestions for delivery

It is important to note that this component should be delivered at the start of the programme of study. The component gives learners an opportunity to explore music in a practical setting and to develop a basic understanding of the techniques used to create and realise music. Learners will explore a variety of musical styles and genres and the musical theory and techniques that underpin them. Learners should be encouraged to explore and share their music tastes, experiences and understanding of music while developing their music appreciation skills. Delivery should capitalise on, nurture and encourage learners' own interests. Learners should be given opportunities to work outside taught and timetabled sessions, for example carrying out research projects and working on case studies, online resources, external visits, guest speakers, watching live performance.

Essential information for setting assignments

Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Develop appreciation of styles and genres of music

Description

Learners should practically explore a range of musical styles and genres and identify the key stylistic features. Learners will need to listen to and share a diverse range of music across a range of musical styles. This will give them the opportunity to discuss fundamental elements of music and music theory, musical techniques and the equipment and resources used to create and realise music in different contexts and across different disciplines. Learners should be encouraged to approach this component in a practical way, in order to experiment and explore.

Example task(s)

- Explore various pieces of music and explain how musical elements are used.
- Take part in listening and music appreciation activities.
- Take part in music creation workshops, focusing on different musical styles and genres.
- Create a range of musical starting points in the areas of music performance, creating original music and carrying out music production. For example, an ensemble performance that interlocks different parts and explores texture, the creation of an original riff or using a DAW to interlock various loops.

Evidence

Evidence must fully meet the requirements of the assessment criteria and must include a video or audio portfolio, with commentary, that demonstrates learners' understanding of different musical genres and styles, focusing on the stylistic features and techniques used in their creation.

Learning aim B: Explore techniques used to create music products**Description**

A combination of practical and taught sessions should allow learners to explore the techniques used to create musical products across the three disciplines of performance, creation and production. Learners should apply their findings to their own activities and use musical elements stylistically in order to create a portfolio of at least three products across a variety of genres.

Example task(s)

- Explore a range of music products and identify their purpose and creative intentions.
- Compose musical starting points in different styles, for example riff, chord pattern, melody, rhythmic pattern.
- Take part in performance workshops, focusing on different musical styles and genres.
- Take part in listening and music appreciation activities.
- Manipulate stylistic loops, samples and effects using a DAW.
- Rework an existing song from one style to another, through performance or by using a DAW.
- Create original material that exemplifies the features of a particular style.

Evidence

- Evidence must fully meet the requirements of the assessment criteria and could include recordings of at least three musical responses (30–60 seconds each), which demonstrate learners' ability to apply stylistic features to music performance, creation and production work, for example:
 - a performance of an extract of existing music, solo or as part of a group
 - the introduction and chorus of an original song
 - the opening section of a remix developed on DAW software.

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Develop appreciation of styles and genres of music				
A.1P1 Identify some styles and techniques of music from different genres of music.	A.1M1 Identify a range of styles and techniques of music from different genres of music.	A.2P1 Describe how a range of styles and techniques are used in different genres of music.	A.2M1 Explain how a range of styles and techniques are used in different genres of music.	A.2D1 Evaluate how styles and techniques are used in a wide range of genres of music.
Learning aim B: Explore techniques used to create music products				
B.1P2 Demonstrate a limited use of different musical creation techniques and resources.	B.1M2 Demonstrate a basic use of different musical creation techniques and resources.	B.2P2 Demonstrate a competent use of different musical creation techniques and resources that support creative choices.	B.2M2 Demonstrate an assured use of different musical creation techniques and resources that inform and support creative choices.	B.2D2 Demonstrate a perceptive use of different musical creation techniques and resources that fully inform and support all creative choices.
B.1P3 Demonstrate a limited use of music theory and appreciation skills that does not link directly to creative choices.	B.1M3 Demonstrate a basic use of music theory and appreciation skills that somewhat informs creative choices.	B.2P3 Demonstrate a competent use of music theory and appreciation skills that partly informs creative choices.	B.2M3 Demonstrate an assured use of music theory and appreciation skills that informs creative choices.	B.2D3 Demonstrate a thorough and perceptive use of music theory and appreciation skills that fully inform all creative choices.
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies either all Level 1 Merit criteria or all Level 1 Pass criteria and B.2P2.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies either all Level 2 Merit criteria or all Level 2 Pass criteria and B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a component grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Develop appreciation of styles and genres of music

Evidence for the assignment: learners will submit a portfolio that demonstrates their knowledge and understanding of the stylistic features within genres of music that are listed in the content. The portfolio will include annotated examples of existing genre defining music products as well as examples of work that demonstrate practical application of the styles and techniques that they have explored.

For Level 2 Distinction: learners will use music appreciation skills to apply and explain stylistic features in an assured manner that demonstrates a thoughtful application of the key features of the style and genre. There will be a consistency of stylistic application across the areas of performance, creation and production at all times.

For Level 2 Merit: learners will use music appreciation skills to apply and discuss stylistic features in a manner that demonstrates thoughtful application of the key features of the style and genre most of the time. The stylistic application will be mostly consistent stylistic application across the areas of performance, creation and production.

For Level 2 Pass: learners will use music appreciation skills to apply and identify stylistic features in a manner that demonstrates some application of the key features of style and genre, some of the time. There may be a slight imbalance of stylistic application across the areas of performance, creation and production.

For Level 1 Merit: learners will apply stylistic features in a manner that demonstrates some application and recognition of the key features of the style or genre. This application may not always be appropriate and there may be an imbalance of stylistic application across the areas of performance, creation and production.

For Level 1 Pass: learners will apply stylistic features in a manner that is not always in keeping with the key features of the style or genre. There may be an obvious imbalance of stylistic application across the areas of performance, creation and production.

Learning aim B: Explore techniques used to create music products

Evidence for the assignment: learners will produce a portfolio of at least three musical responses (30–60 seconds each) that provides evidence of them exploring at least three music products, demonstrating their understanding of the techniques and resources used in their creation.

The final submission will be presented in an appropriate format, which may include digital, audio, video or written evidence in addition to practical demonstrations.

For Level 2 Distinction: learners will demonstrate a thorough understanding of how different musical techniques and resources are used for a range of music products. They will demonstrate confident use of music theory and music appreciation skills to inform creative choices. They will display thoughtfulness and care in their creative choices, using examples and demonstrations that successfully exemplify their findings.

For Level 2 Merit: learners will demonstrate an understanding of how different musical techniques and resources are used for a range of musical products. They will demonstrate appropriate use of music theory and music appreciation skills to inform creative choices. They will show control over techniques and resources that are mostly successful in producing the desired musical outcomes.

For Level 2 Pass: learners will demonstrate different musical techniques for a range of musical products. They will demonstrate an awareness of music theory and music appreciation skills. They will show some control over techniques and resources that are suitable in producing the desired musical outcome. They will display acknowledgment of the functions of the technology at their disposal.

For Level 1 Merit: learners will demonstrate a rudimentary understanding of how different musical techniques and resources are used for a range of music products, showing basic control over techniques that are suitable in producing the desired musical product. They may make reference to musical elements and correct vocabulary but these will not always be in the correct context. They may not always appropriately select the musical technique suited to the musical style or product. They will display some acknowledgment of the functions of the technology at their disposal.

For Level 1 Pass: learners will demonstrate a restricted and narrow understanding of how different musical techniques and resources are used in a range of music products. They will use simplistic terms to describe elements of music, such as beat or tune. Examples may be unrelated and inappropriate.

Resource requirements

For this component, learners must have access to:

- IT facilities and the internet
- a learning resource centre or library and/or internet resources to carry out underpinning research
- listening material, online streaming, online video resources, DVDs
- musical instruments and equipment.

Component 2: Music Skills Development

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Introduction

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others and will develop your own skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others.

Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in music or music technology, where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component will support your development of transferable skills which will support your advancement in education and employment.

Learning aims

- A** Exploring professional and commercial skills for the music industry
- B** Applying and developing individual musical skills and techniques.

Teaching content

Learning aim A: Exploring professional and commercial skills for the music industry

Learners will explore personal and professional techniques for musicians and how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development.

A1 Personal and professional skills for the music industry

- Learners will explore the expectations and personal skills required to succeed in the industry:
 - time management
 - self-discipline
 - working with others
 - correct and safe use of equipment
 - identifying resources required
 - auditing existing skills and maintaining a development plan.

A2 Communicating music skills development

- Methods of capturing musical development:
 - digital or traditional portfolios, including studio track sheets, production notes, rehearsal diaries, screenshots, milestone performances and reviews from others
 - recorded auditions
 - compositional sketches
 - rough cuts and initial mixes.
- Having a clear and organised approach to communicating:
 - key points in the process are referenced and in a logical order
 - images, videos and recordings are clear
 - written commentary supports the quality of work.
- Sharing and commenting on work:
 - social media, e.g. Soundcloud™, Facebook™, YouTube™
 - jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration.

Learning aim B: Applying and developing individual musical skills and techniques

Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following 3 disciplines:

1. Music Performance
2. Creating Original Music
3. Music Production.

They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation across two of the three disciplines.

B1 Development of technical music skills and techniques

- Completion of an initial skills audit for both chosen disciplines.
- Creation of a development plan that
 - identifies individual development routines
 - identifies technical exercises for development
 - includes set goals
 - includes monitoring and tracking of progress.

B2 Development of music skills and techniques

- Developing musical skills appropriate to style and context, such as:
 - timing and phrasing
 - using rhythm and pitch in the creation or recreation of music
 - using equipment, instrumentation or software appropriately
 - expression
 - combining instruments/sounds
 - health and safety in the use of equipment and/or instruments.
- Music performance
 - tuning (if appropriate)
 - learning repertoire
 - physical preparation and exercises
 - instrumental or vocal technique
 - practise routines such as scales etc.
 - following accompaniment
 - stage presence.
- Creating original music
 - exploring and extending ideas
 - using structure effectively
 - using rhythmic and melodic patterns
 - development of harmony.
- Music production
 - using software instruments
 - using audio and software tools
 - manipulation techniques
 - inputting and editing audio
 - using effects
 - structuring music.

COMPONENT 2: MUSIC SKILLS DEVELOPMENT

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of how to develop their techniques and skills through the rehearsal, creation or production process. They will learn how to review their own practices to support development and progress in a musical discipline through workshops, classes and performance or creation. Learners must participate in workshops across all three disciplines before choosing two in which to specialise.

Essential information for setting assignments

Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Exploring professional and commercial skills for the music industry**Description**

Learners will develop personal and professional skills such as cooperation, self-discipline, and the importance of setting targets and reviewing progress. They will learn skills appropriate to the industry on how to present their development and will present a musical skills development portfolio in an appropriate format.

Example tasks

- Develop and refine skills through individual and group classes and workshops.
- Present and review a musical skills development portfolio.

Evidence

Evidence must fully meet the requirements of the assessment criteria and must include:

- skills-based portfolio of techniques and skills explored
- videos of workshops
- teacher observation.

Learning aim B Applying and developing individual musical skills and techniques**Description**

Learners will participate in workshops and classes, developing musical skills and techniques across all three disciplines. They will carry out an audit of their skills, focusing on their chosen two of the following disciplines: performance, creation, production. Learners will practise and refine their skills and techniques through individual practical development, supported by target setting and review.

Example tasks

- Carry out a skills audit to identify areas where musical skills need to be developed.
- Create and implement a self-development plan, tracking the progress of skills over a period of time.
- Develop and refine skills through individual and group classes and workshops.
- Present and review a musical skills development portfolio.

Evidence

- Videos of skills development and individual rehearsal/development sessions/workshops.
- A development plan.
- Written, audio or video commentary on progress.
- Teacher observation.

Assessment criteria The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Exploring personal and commercial skills for the music industry				
A.1P1 Show a limited understanding of personal and professional skills for the music industry.	A.1M1 Show a basic understanding of personal and professional skills for the music industry.	A.2P1 Show a clear understanding of personal and professional skills for the music industry.	A.2M1 Show an effective understanding of personal and professional skills for the music industry.	A.2D1 Show an effective and considered understanding of personal and professional skills for the music industry.
Learning aim B: Applying and developing individual musical skills and techniques				
B.1P2 Identify current strengths and weaknesses and present a limited plan for the development of these skills with support.	B.1M2 Outline current strengths and weaknesses and present a basic plan for the development of these skills with some support.	B.2P2 Describe current strengths and weaknesses and present a clear plan for the development of these skills.	B.2M2 Explain current strengths and weaknesses and present a detailed plan for the development of these skills.	B.2D2 Evaluate current strengths and weaknesses and present a comprehensive plan for the development of these skills, making qualitative judgements.
B.1P3 Demonstrate limited application of the techniques and skills required to develop musically.	B.1M3 Demonstrate a basic application of techniques and skills required to develop musically.	B.2P3 Demonstrate an adequate application of techniques and skills required to develop musically.	B.2M3 Demonstrate a competent application of techniques and skills required to develop musically.	B.2D3 Demonstrate effective and controlled application of techniques and skills required to develop musically.
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies either all Level 1 Merit criteria or all Level 1 Pass criteria and B.2P2.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies either all Level 2 Merit criteria or all Level 2 Pass criteria and B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a component grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Exploring personal and commercial skills for the music industry

Evidence for the assignment: Learners will develop a skills understanding portfolio containing written, audio or video evidence that documents their knowledge and understanding of personal, professional and musical skills.

For Level 2 Distinction: learners will participate fully in workshops and exercises, exploring expected standards of self-discipline, organisation and development of musical skills. They will respond to feedback positively, seeking additional information where relevant, and striving to achieve the highest standards through absorbing feedback during practical opportunities.

For Level 2 Merit: learners will participate in workshops and exercises, demonstrating an effective approach to the development of musical skills. Learners will respond to direction positively and apply feedback effectively.

For Level 2 Pass: learners will demonstrate an appropriate development of skills as a result of participating in the process and adopting a suitable approach. They will respond to direction positively and apply most feedback effectively.

For Level 1 Merit: learners will demonstrate a suitable development of skills as a result of participating in the process and adopting a satisfactory approach. They will respond to some direction and feedback positively.

For Level 1 Pass: learners will demonstrate fundamental development skills during the process. Their response to direction and feedback will be minimal.

Learning aim B: Applying and developing individual musical skills and techniques

Evidence for the assignment: learners will present evidence of their individual skills development over two of the three disciplines, in a portfolio of work. The portfolio will demonstrate the learner's skills development over time, rather than a fully creative response.

For Level 2 Distinction: learners will adhere to schedules, working methodically through the process to support their development of skills and techniques within both disciplines. They will discuss intentions thoroughly, practising and refining skills and techniques. They will demonstrate a consistently mature and professional approach, and they will communicate their intentions successfully through the confident development of skills in their chosen musical style.

For Level 2 Merit: learners will refer to their schedules, working logically through the process by discussing intentions and refining skills and techniques. Learners will communicate effectively through the development and application of technical and interpretive skills in their chosen musical style.

For Level 2 Pass: Learners will refer to schedules, although this may not be consistent. They will work through the process by discussing ideas and refining material. They will demonstrate a competent development of skills within their chosen musical style.

For Level 1 Merit: learners will work through the process, although this may not be in a logical order. For example, practising skills and techniques and then discussing ideas. They will demonstrate some commitment, which may not be consistent. They will demonstrate a suitable development of skills within their chosen musical style.

For Level 1 Pass: learners will participate in some elements of the process, such as practising some skills and techniques. Learners will demonstrate limited commitment to the process. They will demonstrate fundamental and restricted development of skills in their chosen musical style.

Resource requirements

For this component, learners must have access to:

- rehearsal space
- instruments or music software
- video or audio recording and playback facilities (video camera, digital audio recorder, DAW etc).

Component 3: Responding to a Commercial Music Brief

Levels: **1/2**

Assessment type: **External synoptic**

Guided learning hours: **48**

Component in brief

Learners will be given the opportunity to develop and present music in response to a given commercial music brief.

Introduction

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer.

You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music industry opportunity.

Presenting music for a set brief is a key element of post-16 music qualifications and this component will enable you to establish solid foundations to help you progress to further Level 2 or Level 3 courses. You will also develop skills in self-management, communication and presentation, which are vital to any future course of study.

Features explored:

- Performing stylistically accurate cover versions.
- Creating original music using existing stylistic frameworks and traits.
- Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point.

COMPONENT 3: RESPONDING TO A COMMERCIAL MUSIC BRIEF**Summary of assessment**

A task worth 60 marks will be completed under supervised conditions. The formally supervised assessment period is a maximum of three hours and should be arranged in the period timetabled by Pearson. The assessment availability is May/June only. The first assessment is in May/June 2020.

For assessment, learners will respond to the music industry brief either as a music creator and producer, or as a music creator and performer. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of genres that the learners have covered in Component 1. They will be required to use one of these in their final product. Music which is created and produced must be saved as a digital audio file. Final performances must be video recorded. All learners will respond individually to the brief; however, they may perform with other learners in response to the brief. If learners are supported by others, they will need to be playing a significant, unique and individual part within the performance and will be assessed on their individual contribution. At the beginning of video recordings of performances, learners must identify themselves with their name and registration number. The nature of the assessment and the requirement for an individual response means that it is not possible to assess more than one individual response from a single group performance. The video recording must be one continuous shot without edits, in which the performer or all performers in the group are visible and audible. The video recording must be saved to a clearly labelled digital folder under direct supervision.

DAW projects must be audio recorded and exported to a clearly labelled digital folder under direct supervision and stored securely by the centre. Learners will complete an initial response that discusses how their skills, experiences and interests make them suitable for the specific industry opportunity. Learners will justify how their selected material links to the given brief. Learners will also evaluate their approach to meeting the brief and their final outcome.

Sample assessment materials will be available to help centres prepare learners for assessment.

Synoptic assessment

This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows learners to apply the musical skills and techniques they have explored and developed.

Assessment objectives

AO1 Understand how to respond to a commercial music brief

AO2 Select and apply musical skills in response to a commercial music brief

AO3 Present a final musical product in response to a commercial music brief

AO4 Comment on the creative process and outcome in response to a commercial music brief

COMPONENT 3: RESPONDING TO A COMMERCIAL MUSIC BRIEF

Essential content**A Understand how to respond to a commercial music brief****A1 Features of a commercial music brief**

- Creative intentions and purpose of product:
 - target audience
 - commercial
 - collaborative
 - experimental.
- Aim, purpose and requirements of the brief.
- Nature of the specific area of the industry.
- Understand the target audience.
- Understanding and linking to the company's vision.

A2 Planning to meet the demands of the music brief

- How investigation and exploration can inform response.
- Understanding the rationale behind the selection of musical material.
- Investigating musical styles.
- Researching relevant material to support meeting the brief.
- The human and physical resources required.
- Proposing structure, version and arrangement.
- Timeline for development, including:
 - working out individual parts
 - establishing a personal practice routine
 - learning and memorising material if appropriate.
- Format and scope of the final response.

A3 Considering constraints and intentions

- Creative constraints:
 - technical requirements of the final response – format, material and purpose
 - available resources
 - feasibility of own ideas
 - standing out from similar work.
- Personal intentions:
 - personal skills development
 - building on own strengths.

B Select and apply musical skills in response to a commercial music brief**B1 Develop and produce a response to a client brief**

- Working with and interpreting the client brief.
- Organisation skills:
 - identifying priorities
 - setting targets
 - using planning tools and technology.
- Prepare for a project:
 - health and safety
 - checking resources and facilities are adequate
 - taking measures to safeguard work and having a contingency by backing-up data, anticipating issues, creating multiples and planning alternatives.
- Consider constraints of the brief by:
 - working within the constraints of the brief
 - using suitable materials and techniques for the audience
 - addressing quality issues – technical, finish and function.

B2 Refining musical skills for a musical product

Learners will develop and refine their skills in creating a music product by creating original music, performing and using DAW as appropriate, during the creative process.

Learners should be able to:

- apply skills in a creative process
- apply industry approaches relevant to a project
- refine musical skills and techniques for a musical product in relation to a chosen context or style.
- Create original music:
 - applying melodic and rhythmic ideas
 - use of chords and chord progressions
 - use textures/sound palettes
 - musical devices, canon, riffs, imitation, sequences
 - musical structures, verse, chorus, middle-eight, AABA, riff-based
 - use of composition software if appropriate.
- Perform (if appropriate):
 - selecting material
 - working out individual parts
 - exploring feels and grooves
 - stylistic investigation
 - defining structure, version and arrangement
 - establishing a personal practice routine
 - establishing a group practice routine (where applicable)
 - learning and memorising material if appropriate.

COMPONENT 3: RESPONDING TO A COMMERCIAL MUSIC BRIEF

- DAW skills (if appropriate)
 - selecting material
 - capturing audio
 - importing audio
 - sequencing
 - manipulating sounds and using effects
 - use of pre-sets and plug-ins.

B3 Refining musical material

- Watching/listening back material for self-analysis.
- Discarding, refining and polishing material and processes.
- Seeking feedback and responding appropriately to criticism.

B4 Personal management

- Being prepared and maximising rehearsal or studio time.
- Working with others.
- Setting goals and monitoring progress.
- Meeting deadlines.
- Adhering to health and safety guidelines and safe working practices.

C Present a final musical product in response to a commercial music brief

The final musical product should show application of skills appropriate to the context.

C1 Reviewing work based on client needs

- Review:
 - fitness for purpose
 - clarity of message, ease of use, accessibility, appropriateness
 - audience expectation – what the audience expects in comparison to the quality of the actual work
 - how well work relates to the audience – materials, techniques and processes.

C2 Quality of outcome

- Quality of final product appropriate to context:
 - appropriate performance or presentation space
 - appropriate framing of video if applicable
 - appropriate final mix of audio if applicable
 - microphone choice and placement to ensure all musical elements are audible
 - EQ/compression/balance in a DAW project.
- Clear and organised approach to communicating, ensuring that:
 - key points in the process are referenced and in a logical order
 - screenshots and images are used appropriately and effectively
 - annotations explain the skills developed and creative intentions
 - commentary is provided that explains decision making
 - communication is clear and supports learner work
 - good use is made of organising details such as titles, layout and emphasising techniques.

- Making final creative decisions in terms of:
 - use of musical elements
 - application of musical skills/technical proficiency
 - use of musical expression
 - stylistic awareness.

C3 Presenting own work to a client

- Presenting development and final response in a portfolio for a client:
 - showing key stages of the project: initial ideas, review stages, presenting final response
 - stages of refinement using images and or annotation.
- Presenting intentions to a client:
 - changes in direction
 - creative decisions
 - management of constraints
 - justification of any changes.
- Showing the final response.

C4 Relation of final product to the brief

- Relating to context.
- Suitability for target audience.

D Comment on the creative process and outcome in response to a commercial music brief

D1 Commentary on the creative process

- Commenting on the development of the musical product, including:
 - skills and techniques used
 - explanation of thought processes
 - reasons for creative choices
 - use and management of resources.
- Evaluating application of personal management.
- Strengths and areas for improvement in relation to the process.
- Methods for capturing developments:
 - screenshots
 - audio commentary
 - video.
- Identification and selection of key points of development.
- Evidencing the discarding, refinement and extension of ideas.

D2 Reflect on the outcome of the musical product

- Meeting the requirements of the brief.
- Contribution to the creative process.
- Development through the process.
- Strengths and areas for improvement of the final product.

Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.

Level 1 Pass

Learners are able to meet the requirements of some aspects of the brief to a limited extent but the response may not be fully appropriate and will be rather limited in scope. There will be a limited demonstration of musical skills and a restricted application of musical techniques and processes. Learners will offer some supporting information, but this may lack relevance and contain little justification for the material presented. Learners will account for the development of their music product and will offer some narrow insight into their creative process. They will be almost always reliant on ideas from the published list in the brief.

Level 2 Pass

Learners are able to meet the requirements of the brief to some extent, and the response will be generally appropriate, if unambitious, in scope. There will be an adequate demonstration of musical ability and a consistent application of musical techniques and processes. Learners will present some relevant supporting information with some justification for the material presented. Learners will account for the development of their music product and will offer some basic insight into their creative process. They will rely on a significant number of ideas from the published list in the brief.

Level 2 Distinction

Learners are able to meet all requirements of the brief and the response will be creative and perceptive. There will be a fluent and assured demonstration of musical ability and a confident application of musical techniques and processes. Learners will communicate some well-considered and pertinent information, with detailed justification for the material presented. Learners will fully account for the development of their final outcome and will offer clear and considered insight into their creative process, which justifies their creative choice. They will select some appropriate ideas from a range of genres within the published list and use these creatively.

Essential information

Learners will be expected to select one of two pathways for their assessment: **either** Creating and Producing **or** Creating and Performing. Both routes allow for learners to be assessed on their ability to create a unique music product, using music realisation techniques and stylistic features of a particular genre.

Links to other components

The table below illustrates how knowledge, understanding and skills from components across this qualification could be integrated to the delivery of this unit and support learners in making a synoptic response.

Component	Synoptic links to Component 3: Responding to a Commercial Music Brief
Component 1: Exploring Music Products and Styles	<ul style="list-style-type: none"> • Types of music product. • Creative intentions and purpose of product. • Techniques used in music performance. • Techniques used in creating original music. • Techniques used in producing music. • Key stylistic developments in popular music. • Performing stylistically accurate cover versions. • Creating original music using existing frameworks and traits. • Stylistic use of loops, samples and effects.
Component 2: Music Skills Development	<ul style="list-style-type: none"> • Instrumental or equipment skills relevant to style and context. • Developing skills specific to chosen context. • Setting goals. • Tracking progress. • Communicating progress. • Correct and safe use of equipment. • Time management. • Identifying resources required. • Working with clients and responding to commercial briefs.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English to vocational learning. For example, the skills developed in extended writing in GCSE English can be applied when learners are communicating knowledge and understanding of job roles in the music industry, and when explaining their performance plans.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each component includes delivery guidance and suggested assessment tasks. Using this information, our free delivery guidance and the authorised assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example working with others, in rehearsal and performance, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5 Internal assessment

Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*, available on our website. When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

In this qualification, there are two internally-assessed components. These will be assessed through assignments set by the assessment team using the guidance and examples we provide. As these components are graded spanning Level 1 and Level 2 of the Regulated Qualifications Framework, our well-established approach to BTEC assignments has been retained and adapted to the needs of these learners.

At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis.

Formal assignments to assess performance are distinct periods of assessment that learners understand are being used to judge the learning aims. These will be separate from the practice and exploration activities that have been used during the learning period.

When setting assignments, you need to take account of the requirements of the component format as explained in *Section 2*. The assignments must relate to both Level 1 and Level 2.

For example:

- achievement at Level 1 is consistent with learners using basic information to complete a task, giving some indication of whether what has been done is successful
- achievement at Level 2 in the same task could require learning to demonstrate a broader understanding through solving straightforward problems related to the task, gathering information to help learners do that and commenting on how effective their actions have been.

Operating internal assessment

The assessment team

So that all assessment is planned and verified, it is important that there is an effective team for internal assessment. For these qualifications, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full details are given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the two internal components and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. We provide authorised assignment briefs and guidance in each component for setting assignments. You can adapt materials to your local contexts.

A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria. In order to support you and to make sure that all learners nationally are being assessed fairly and consistently to the national standards, we give details in components on the assignments and in authorised assignment briefs to show how valid assignments can be set. You can choose to use the materials we provide or to adapt them to take account of your local circumstances, provided that assignments are verified.

When setting your assignments:

- provide a vocational scenario or context that motivates the learner to apply their learning for a purpose and audience
- give learners clear tasks and structures for evidence – the assessment criteria are not written for this purpose
- ensure that learners are drawing on the specified range of teaching content
- specify the type and quality of evidence that a learner should produce
- if a component contains synoptic assessment the planned components must allow learners to select and apply their learning using appropriate self-management of tasks.

The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments.

Full definitions of types of assessment are given in *Appendix 1*. Some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- work logbooks, reflective journals.

The form(s) of evidence selected must allow a verifier to check the assessor's decisions independently. For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Assessment decisions through applying assessment criteria

Assessment decisions for these qualifications are based on the specific criteria given in each component. In order to apply the criteria, centres should be aware of the difference between Level 1 and 2 of the Regulated Qualifications Framework. At both levels, learners are expected to take responsibility to complete tasks completely and correctly. The differences include:

- **at Level 1** – completion of tasks using evidence that may be simple, structured, routine, using given information and using simple judgements and basic factual information
- **at Level 2** – completion of tasks using evidence that may be semi-structured or unstructured, using researched or analysed information, showing understanding, problem solving and using own judgement.

The way in which the learner has provided evidence against the tasks will indicate the level they are working at.

Each internal component shows how grades can be awarded using clear and unambiguous criteria. Each assignment shows a hierarchy of criteria that should be considered holistically to apply to the evidence. It should be understood that in each of the two levels a learner demonstrating achievement for a higher grade would need to do so through satisfying the lower grade criteria. For example, if a Level 2 Merit criterion requires the learner to 'compare' and the related Level 2 Pass criterion requires the learner to 'explain', then in making a comparison the learner will need to 'explain'.

When a learner has completed the assessment for a component, you can give a component grade.

Level 2 Distinction	A learner has satisfied all the Level 2 Distinction criteria for the component through: <ul style="list-style-type: none"> • outstanding performance that fully addresses all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.
Level 2 Merit	A learner has shown high performance across the component through either : <ul style="list-style-type: none"> • having satisfied all the Level 2 Merit criteria for all learning aims or • having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.
Level 2 Pass	A learner has satisfied all the Level 2 Pass criteria for the learning aims through: <ul style="list-style-type: none"> • showing coverage and understanding of content at a good standard and appropriate skill demonstration.
Level 1 Merit	A learner has shown an acceptable standard across the component addressing a range of content and demonstrating some understanding through either : <ul style="list-style-type: none"> • having satisfied all the Level 1 Merit criteria for all learning aims or • having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.
Level 1 Pass	A learner must satisfy all Level 1 Pass criteria for the learning aims through: <ul style="list-style-type: none"> • showing basic knowledge and ability to complete routine tasks.
U	A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials. The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence, based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission. For example, that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that no learners are advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by the planned deadline or an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners submitting work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is Level 1 Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and, where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

External assessment in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. The external assessment is taken under informal and formal supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessment for this qualification is available from May/June 2020 onwards. Learners are permitted to resit the external assessment once. In making entries for external assessment, you need to consider the nature of the set task and whether learners are likely to benefit more from a resit or from having a longer period to prepare. If a learner requires a resit then they must take a new external assessment task and will not be able to reuse any evidence from their first attempt.

Sample assessment materials

Each externally-assessed component has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of set tasks for external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define degrees of control for assessments for BTEC qualifications as:

- **high control**
this is the completion of assessment in formal invigilated examination conditions
- **medium control**
this is completion of assessment, usually over a longer period of time, it may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications) (search for *ICEA*).

Pearson marking and awarding grades

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

Awarding of grades

Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important, as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity. This means that grade boundaries can change across different assessment opportunities based on the raw marks but that the resulting grades are fair and consistent.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications) (search for *key dates*).

8 Final grading and awarding

Awarding and reporting for the qualification

This section explains the rules we apply in awarding a qualification and providing an overall qualification grade for each learner.

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all components shown in the structure will not achieve a qualification, even if they have enough points at a grade threshold.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal component grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some components may be balanced by a lower outcome in others.

The *Calculation of qualification grade* table, set out later in this section, shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction*. The table shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be available in the latest version of the specification on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Points available for internal components

The table below shows the number of points available for internal components, depending on the grade awarded.

U	0
Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

Points available for external components

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set.

The points available at each grade in the external component is as follows:

U	0
Level 1 Pass	12–17
Level 1 Merit	18–23
Level 1 Distinction	24–29
Level 2 Pass	30–35
Level 2 Merit	36–41
Level 2 Distinction	42–48

Calculation of qualification grade table

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	44
Level 1 Distinction	58
Level 2 Pass	72
Level 2 Merit	95
Level 2 Distinction	105
Level 2 Distinction*	114

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be available on our website.

Examples of grade calculations based on table applicable to registrations from September 2018

Example 1: Achievement of an Award with a Level 1 Pass grade

Component	Type	Grade	Points
1	Internal	Level 1 Pass	9
2	Internal	Level 1 Merit	15
3	External	Level 1 Merit	18
		Level 1 Pass	42

Example 2: Achievement of an Award with a Level 2 Merit grade

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	Level 2 Distinction	36
3	External	Level 2 Merit	36
		Level 2 Merit	101

Example 3: An unclassified result

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	U	0
3	External	Level 2 Merit	36
		U	65

The learner has a U in Component 2.

The learner has enough points for a Level 1 Distinction grade but has not met the minimum requirements for a Pass in all components.

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson Equality and Diversity policy is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications and End Point Assessments*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any component or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see the document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Note that the procedures we ask you to adopt vary between components that are internally assessed and those that are externally assessed.

Internally-assessed components

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed components

External assessment means all aspects of components that are designated as external in this specification including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2a* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of the JCQ document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - *JCQ Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments*
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas for how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

High-level overview of how to plan teaching term by term over one, two or three years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- student textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample assessment materials (SAMs) for internally-assessed components

We do not prescribe the assessments for the internally-assessed components. Rather, we allow you to set your own, according to your learners' preferences.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades linked to the Authorised Assignment Briefs will also be made available on our Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms used to define the requirements in the components.

Term	Definition
Accurate	Produce work competently, fit for purpose without significant error.
Adequate	Acceptable in quality or quantity.
Analyse	Examine methodically and in detail, typically in order to interpret.
Apply	Put knowledge, understanding or skills into action in a particular context.
Appropriate	Select and use skills in ways that reflect the aim.
Assess	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant, and arrive at a conclusion.
Coherent	Logically consistent.
Collaborate	Work jointly with others to produce defined outcomes.
Communicate	To convey ideas or information to others.
Compare	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes, with no need for prompting.
Consistent	Able to repeat reliably an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Define	State or describe exactly the nature, scope or meaning of something.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
Detailed	Having additional facts or information beyond a simple response.
Discuss	Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Term	Definition
Effective	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
Evaluate	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an argument.
Explore	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
Identify	Indicate the main features or purpose of something.
Independent	Capable of carrying out tasks from given information.
Investigate	Carry out research or trial activities to increase understanding of the application of factual information.
Justify	Give reasons or evidence to support an opinion.
Outline	Summarise or indicate the principal features of something or a brief description or explanation with main points.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised, confident in own ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Show	Present using practical skills.
Simple	Well defined, routine, frequently occurring.
State	Express something definitely or clearly.
Summarise	Gathers together all of the main aspects of a given situation or experience in a condensed format.
Support	Guidance and instruction.

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