

# **BTEC Tech Award 2022 in Music Practice**

## **External Assessment – LOW MARK**



# **Sample Marked Learner Work**

**Issue 1 – October 2024**

**Component 3: Responding to a Commercial Brief**

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The audio recording can be found here - [JUNE 24 SMLW BAD02 Low Mark.pdf](#)

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You will need to refer to the BTEC Reformed Tech Award in Music Practice specification alongside these sample materials

[Link to specification and other relevant documentation](#)

## **Note:**

The Pearson Set Task and the learner's work used for this sample marked learner work are taken from the Summer 2024 series.

You are reminded that you need to use the relevant Set Task for the series in which your learners have been entered.

## **Introduction**

The following sample marked learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Each activity will show the learner's response, followed by comments by the Lead Examiner. Tips may be offered where relevant.

The marking grids for each activity are also included for reference.

# Pearson Set Task

## Commercial Music Brief

'Launch Pad' is an online music magazine for teenagers where up-and-coming young musicians are offered the opportunity to showcase their work.

The magazine editors are launching an exciting new section called 'New Beginnings' where musicians can present reimagined pieces that have been created in a different musical style to the original. 'New Beginnings' aims to show how pre-existing music can be used as a starting point to inspire musicians to explore and develop their own unique sound. The section will also include information for subscribers about how the piece was created and developed from the original.

In the first edition of the 'New Beginnings' section, performers and producers are being asked to select a piece of music from a list and create a new version in one of four given styles. The magazine editors have provided a list of 10 pieces to choose from. Pieces should be a significant reinterpretation of the original and should demonstrate a knowledge of the idiomatic characteristics of the chosen style.

Along with the music product, a written commentary must be submitted so that the subscriber can learn and understand how a new version of a piece is created and developed.

You have decided to create and submit material for 'New Beginnings' to the magazine. You should choose **one** of the following four musical styles:

1. Ambient.
2. Britpop.
3. Disco.
4. Swing.

And choose **one** of the following pieces:

- *Don't Start Now* – Dua Lipa
- *We've Only Just Begun* – The Carpenters
- *New Normal* – Khalid
- *New Soul* – Yael Naim
- *Start a Band* – Brad Paisley and Keith Urban
- *New Body Rhumba* – LCD Soundsystem
- *Blue Monday* – New Order
- *New World Symphony – Largo* – Dvorak
- *That's How You Start Over* – Diana Ross
- *New Day* – Take That

The style that you choose **must** be different from the style of the original piece.

For this Set Task you cannot use the following combination:

- Disco and *That's How You Start Over* – Diana Ross

# Sample Marked Learner Work

## Learner 1 (Low Mark)

**Total Marks Awarded: 18**

**General Comments:**

### Activity 1

#### Assessment Objective 1: Initial response to the music brief

**1. What I am choosing and why**

I am choosing don't start now by dua lipa in a brit pop way. im choosing this because of how I know brit pop and feel like I would be able to play the songs on how I want to and mix match things to make it sound good. I am also doing this song as its one everyone has heard of and it would be nice to hear it in a different way. I've chose this because I know of this song and will know how to convert it into a brit pop style of music.

**2. What I plan to do**

I plan to:

Instrumentation: I will use guitar instead of piano because the is used in brit pop as don't start now is house/dance/disco

Tempo: it will be the same tempo as the song is (original temp)

Structure: it will be intro for a bit then get to the middle where everything starts to come in at a time then at the end have it with long notes

Harmony: I will be using chords such as Bm, D, A, Em and G

I also plan to do this piece of music in a way that is different from its original style of music transforming it into brit-pop themed music which will fit nicely as lots of people listen to it and will know what type of thing to here from it.

**3. How will it address the aims?**

My aim is to produce a song with brit pop of don't start now by dua lipa on Ableton. I will be changing some instruments for different once such as guitar and this will change it straight away to a better sounding song to do with brit pop.

**4. Resources I need.**

I will need an electric guitar with wire :D and need a laptop/PC I will need extra time as I have no clue how to start.

What ill do:

- Keep the vocals change piano to guitar or change it up a bit
- keep the trumpet or change the trumpets noise to a deeper pitch
- change the drums a bit
- My response is I'm doing new soul in a brit-pop type of music.

- I will keep vocals and change an instrument to make it sound more like brit-pop  
Instrumentation: guitar acoustic, piano, drums  
Timbre: ill keep vocals the same but up bpm and change instrumentation a bit  
Rhythm: ill leave the rhythm how is  
Tonality: the notes will be played at different sometimes to build the tension  
Harmony: the notes will be good when going into each other  
Structure: it will start slowly and gradually begin to sing and here the instruments shortly after  
Melody: the pitch of the music will be high and low depending on the instrument being used (drums) but some may have high pitch vocals  
Production: this music piece will start with vocals then adding the notes and seeing what I can do to make it sound more brit-pop  
-recording in vocals  
-recording in guitar  
-Ableton

### Lead Examiner Commentary

There is a limited awareness of the brief although they do discuss the choice of piece. There is some discussion of the elements within the main body of the work (although the end section is less helpful) and it is clear the learner is aware of the style. An adequate consideration of resources. Overall, just into an adequate response.

**Mark: 3**

### Tips

1. Having a clear understanding of the musical elements will aid the learners in responding appropriately. For example, the short list at the end of this example does not show that the learner understands what 'harmony' or 'melody' means or terminology you use to describe these elements.
2. Adding justification for your decisions is a good idea but learners should be clear on the impact these choices will have. This will improve their mark.

### Activity 2

#### Assessment Objective 4: Create a music product

2a)

### Lead Examiner Commentary

It is clear what piece the learner has chosen and the style they were working on. There are issues with tempo and timings of sections and there is little variation in the piece. Limited use of elements throughout the piece.

**Mark: 4**

**2b)**

**Lead Examiner Commentary**

The learner has used production mainly to just record in a drum track and play along. There are issues with the timing which have not been addressed through the editing and there is no real evidence of any use of fx or general production techniques.

**Mark: 3**

**2c)**

**Lead Examiner Commentary**

The piece is of the correct length but it is inconsistent

**Mark: 6**

**Activity 3**

**Assessment Objective 3: Individual commentary on the creative process**

Question 1: Explain how you developed your response through the creative process.

Answer 1: I took my time to learn the chords to this piece I have produced on Ableton. I worked on this for longer than I thought I would of. However, I think this was worth the while as I now have a better understanding on changing music to a different genre than what it was before. On the amount of time on working on this piece I had performed a bass and a main guitar to it with a backup drum to create the listener too get attracted to what I performed for them to listen to. I would say it was a good idea to do this as it made me know more on different chord patterns that I can crate to make a masterpiece. During making this I would stop and listen to different types of brit pop styles of music to get a good idea of what I'm making. Also, I had got idea from listening to others to help me think of a way to add something in a style like it but better. The type of speed I had made this piece into was at a fast but not to fast bpm around 100-120.

Question 2: Explain how you used musical elements, genres, styles and playing or producing techniques to reinterpret your chosen piece.

Answer 2:

In my piece I had sped it up a bit- which was what I planed out to do. It worked well for the style of music genre I was doing (brit pop). I used the guitar with chords such as Bm, D, Em, A, G. also changed it and used Em, Bm, G, For 2 then A. also some of the chords I had extended to make it sound better and fir the song to make it a full piece sounding nice and different with the chord progression. I was surprised on how it worked out thinking it would just make it sound bad and drag it out for to long. I think the fixed rhythms helped this piece of music come together.

Question 3: Describe the strengths and areas for improvement of the final product.

Answer 3:

My strengths were that I managed to do this in time and write about it. And what I should of added would have been vocals in a way played on guitar. What I have done though is a bass line that goes with the style of music I had produced. I could have also added loops to it to create a good environment for the listeners re-listening to their favourite part of the song again.

My weakness was that I had not had a good day on the guitar when I had preformed this so it wasn't as good as I could possible do as I am just the best at everything. And my weakness was also I am better at listening to brit pop and vibing rather than playing it on a song turning it into brit pop style of music.

Overall, I think I did good on this piece and my results are good for wat I could produce. I enjoyed working on this as it helped me learn new skills etc. it's cool how I turned something from itself into a brit pop style of music.

### Lead Examiner Commentary

A limited response with no real discussion as to the process (made more difficult by the issue that there wasn't a significant amount of work to discuss other than creating a drum track).

**Mark: 2**

### Tips

- 1. Discussing each of the elements through your answer for point 2 will ensure that learners cover appropriate material. In addition to this, where learners have completed the creating and producing pathway, they should also comment on the different DAW techniques used.**
- 2. The use of screenshots aids learners when discussing what DAW techniques they have used.**

<b>Activity 1: Initial response to the music brief</b>				
<b>0 marks</b>	<b>1–2 marks</b>	<b>3–4 marks</b>	<b>5–6 marks</b>	<b>7–8 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>Limited planning which outlines superficial choices in how to respond to the brief.</li> <li>Limited consideration of how musical material can address the aims and requirements of the brief</li> <li>Limited consideration of how musical elements, styles and playing/producing techniques will be used.</li> <li>Limited consideration of the resources and skills development needed.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate planning which outlines choices which respond to some elements of the brief.</li> <li>Some consideration of how creative choices will address the aims and requirements of the brief.</li> <li>Some consideration of how appropriate musical elements, styles and playing/producing techniques will be used.</li> <li>Some consideration of the basic resources needed with some reference to adequate skills development.</li> </ul>	<ul style="list-style-type: none"> <li>Competent planning which takes a considered approach to how to respond to the brief.</li> <li>Informed and competent explanation of how the proposed musical material will address most of the aims and requirements of the brief.</li> <li>Competent consideration of how musical elements, styles and playing/producing techniques which are relevant to the brief will be used.</li> <li>Consideration of most of the resources and skills development needed, with reference to strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed planning which contains a thoughtful and considered approach in how to respond to the brief.</li> <li>Detailed explanation with relevant examples of how the proposed musical material will successfully address almost all the aims and requirements of the brief.</li> <li>Detailed consideration of how relevant musical elements and specific styles and playing/producing techniques will be thoughtfully used to respond to the brief</li> <li>Detailed consideration of almost all of the resources needed with due consideration of barriers and opportunities linked to an insightful evaluation of the skills development needed.</li> </ul>

<b>Activity 2(a): Create a music product</b> – the musical skill shown in the creative interpretation				
<b>0 marks</b>	<b>1–4 marks</b>	<b>5–8 marks</b>	<b>9–12 marks</b>	<b>13–16 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>The interpretation tentatively addresses the creative and stylistic aims of the music brief.</li> <li>The interpretation demonstrates a limited and sometimes inaccurate use of musical elements.</li> <li>The interpretation demonstrates a limited awareness of characteristics of musical style.</li> </ul>	<ul style="list-style-type: none"> <li>The interpretation adequately addresses some of the creative aims of the music brief.</li> <li>The interpretation demonstrates an adequate but inconsistent use of musical elements throughout.</li> <li>The interpretation demonstrates the basic characteristics of musical style which are adequately demonstrated in most of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>The interpretation effectively addresses most of the creative aims of the music brief by making creative choices appropriate to musical style.</li> <li>The interpretation demonstrates consistently accurate use of musical elements throughout which are deployed appropriately.</li> <li>The interpretation contains musical characteristics which make it recognisable as being in a musical style. These key features are demonstrated competently.</li> </ul>	<ul style="list-style-type: none"> <li>The interpretation perceptively addresses almost all of the creative aims of the music brief by making thoughtful creative choices informed by musical style.</li> <li>The interpretation demonstrates an assured use of musical elements throughout which are manipulated to achieve a desired effect.</li> <li>The interpretation is assured in demonstrating the idiomatic characteristics of musical style in an outcome which is successful and creative.</li> </ul>

<b>Activity 2(b): Create a music product – creating and performing – the technical musical skill in the final music product</b>				
<b>0 marks</b>	<b>1–5 marks</b>	<b>6–10 marks</b>	<b>11–15 marks</b>	<b>16–20 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>The performance demonstrates limited accuracy and technical ability throughout.</li> <li>The performance demonstrates limited use of musical expression.</li> <li>The final performance has major inconsistencies that detract from the overall quality of the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>The performance demonstrates adequate accuracy and technique throughout with some errors.</li> <li>The performance demonstrates occasional use of appropriate musical expression.</li> <li>The final performance has minor inconsistencies that have some impact on the overall quality of the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>The performance demonstrates competent accuracy and some stylistically appropriate techniques with minor errors.</li> <li>The performance demonstrates consistent use of competent musical expression.</li> <li>The final performance is generally consistent, with no negative impact on the overall quality of the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>The performance demonstrates assured, confident and stylistically accurate techniques throughout, with no significant errors.</li> <li>The performance demonstrates an assured use of musical expression which adds to the success of the performance.</li> <li>The final performance is consistent throughout, which enhances the overall quality of the outcome.</li> </ul>

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

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

<b>Activity 3: Individual commentary on the creative process</b>				
<b>0 marks</b>	<b>1–2 marks</b>	<b>3–4 marks</b>	<b>5–6 marks</b>	<b>7–8 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>Limited account of how the music was developed through the creative process.</li> <li>Limited identification of musical elements, styles and techniques which were used to reinterpret the piece.</li> <li>Limited identification of the strengths and areas for improvement of the final product.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate narrative-driven account of how the music was developed through the creative process with some reference to decision making.</li> <li>Adequate explanation of how musical elements, styles and techniques were modified to reinterpret the piece.</li> <li>Adequate description of the general strengths and areas for improvement of the final product.</li> </ul>	<ul style="list-style-type: none"> <li>Competent explanation of how and why the music was developed through the creative process with clear reference to the decision making process.</li> <li>Competent explanation of how and why musical elements, styles and techniques were modified to reinterpret the piece.</li> <li>Competent explanation of the strengths and areas for improvement of the final product with reference to examples.</li> </ul>	<ul style="list-style-type: none"> <li>Thorough and detailed evaluation of how the music was developed through the creative process including reference to what would have happened if other choices had been made.</li> <li>Thorough and detailed evaluation of how musical elements, styles and techniques were manipulated to reinterpret the piece and what would have happened if other choices had been made.</li> <li>Thorough and detailed evaluation of the strengths and areas for improvement of the final product with insightful references to specific examples.</li> </ul>