

**Pearson Edexcel GCE**

# **Applied Performing Arts**

**Unit 7: Production Delivery**

Moderation Summer 2015

Paper Reference

**6986/01**

**You do not need any other materials.**

**The project must be completed and assessed between  
1st April and 30th June 2015.**

*Turn over* ►

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**PEARSON**

# GCE A2 Applied Performing Arts

## Unit 7: Production Delivery

For this unit candidates must work as part of a group to develop, rehearse and deliver a complete performance. The group must be between three and twelve, including directing, design, and technical and production candidates as appropriate.

Candidates will be assessed as one of the following:

- Performer
- Member of the production team
- Administrator

Using the following brief, candidates must apply their knowledge and understanding of the performing arts industry, develop new and existing techniques, as applicable, and demonstrate these techniques through a performance.

The finished performance must be a polished piece of work and each member of the group will be assessed only on what they have achieved individually. The performance may use any combination of the performing arts and any range of conventions, devices or techniques.

Where a group does not have any design, technical or production candidates, set, lighting, sound and costume may be provided at an appropriate level to support the performances. However, these aspects will not form part of the assessment.

Each **group** must prepare a written response to the brief on the attached pro forma and submit this to the assessor prior to the performance.

Each **candidate** must prepare a working log that explains their interpretation of the source material and details their individual involvement in the creative process. The working log must be handed in to the centre assessor to be marked prior to the moderation visit.

All **candidates** working in a design or support role(s) must prepare and deliver to the assessor and moderator, in addition to the working log, a short presentation (between five and ten minutes) that clarifies their contribution to the production.

The work must stem from the existing artistic repertoire and be performed in a context defined by the group for an appropriate audience. It may be presented at the centre's own venue or any other location as appropriate, but it must accommodate the examination/moderation process.

## PRODUCTION BRIEF

Selecting work from the existing repertoire in the performing arts (music, dance or drama), develop your own **interpretation of the source material**, that communicates the themes and ideas in a new and innovative way, in a production for a specific target audience. As a group you must clarify your aims and objectives for the work to the assessor on the attached pro forma.

### Preparation

In order to create a production that has meaning for an audience it is essential that all members of the production team work towards the same vision in an effective and cooperative manner.

Candidates will need to consider:

- the target audience and venue where the performance will take place
- what they hope to achieve through the performance
- practical constraints such as budget, skills range, venue and technical facilities.

Each group member will need to be fully involved throughout the process and undertake thorough preparation during rehearsals in a creative, accurate and supportive manner.

It is important that candidates understand the value of:

- being present and involved at all decision-making sessions
- working in a focused manner
- paying attention to feedback from all sources
- advancing the work between rehearsals (possibly carrying out individual tasks)
- maintaining an effective rehearsal schedule.

## Assessment Requirements:

Although working as part of a group, candidates will be assessed individually on their contribution to the live performance.

Candidate work must include evidence of:

- 1 a live performance to an audience
  - \*2 a working log detailing exploration of the required skills
  - 3 communication with other members of the ensemble and the audience.
- \* Candidates will be assessed on the quality of their written communication.

The centre assessor and external moderator will use the accompanying assessment criteria (also in the specification on pages 95 and 96) to assess the quality of the work and apply them equally to all skills offered. The table is expanded in the section of the specification headed *Assessment Guidance*.

**It is essential that all performances are recorded on a standard format (preferably DVD for Windows Media Player or PC memory stick) and that all candidates are clearly identified at the beginning of the recording. A copy of the recording may be requested by a Performing Arts Examiner shortly after the moderation visit. It is no longer compulsory to send a copy of the recording to the Chief Examiner.**

## Assessment criteria - Unit 7

	Mark band 1	Mark band 2	Mark band 3	Mark band 4	Mark awarded
(a) (AO1)	Show incomplete or inappropriate knowledge and understanding of how the performing arts sector responds to the creation of the performance product.  (0-3)	Show basic knowledge and understanding of how the performing arts sector responds to the creation of the performance product.  (4-7)	Show secure knowledge and understanding of how the performing arts sector responds to the creation of the performance product.  (8-11)	Show thorough and detailed knowledge and understanding of how the performing arts sector responds to the creation of the performance product.  (12-15)	15
(b) (AO2) QWC (i-iii)	Demonstrate inadequate or inappropriate level of skill and technique development relevant to the demands of the production. Demonstrate working practices that may be inconsistent and a reliance on other group members.  Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.  (0-3)	Demonstrate a basic level of skill and technique development relevant to the demands of the production. Ensure that working practices are adhered to and group co-operation evident.  Uses everyday language but there are occasional uses of specialist vocabulary. The response lacks clarity and organisation although some attempt at focus is evident. Spelling, punctuation and the rules of grammar are used with occasional accuracy.  (4-7)	Demonstrate a secure level of skill and technique development relevant to the demands of the production. Reveal a secure and consistent application of working practices and management of group interaction.  Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.  (8-11)	Demonstrate assured ability in the development of skills, techniques and attitudes relevant to the demands of the production. Demonstrate a commitment to working with others effectively to optimise outcomes.  Uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.  (12-15)	15

	Mark band 1	Mark band 2	Mark band 3	Mark band 4	Mark awarded
(c) (AO3)	<p>Demonstrate limited ability to communicate effectively with members of the production team in a performance context. Skills and techniques will be insecure and/or inappropriate.</p> <p>Communicate with the audience in a limited manner and indicate through the style of the work a restricted range of interpretative approaches to the creative process.</p> <p>(0-6)</p>	<p>Demonstrate basic communication between members of the production team in a performance context. Skills and techniques will be applied appropriately.</p> <p>Communicate with the audience in an effective but not entirely consistent manner and indicate through the style of the work a basic understanding of the creative process.</p> <p>(7-14)</p>	<p>Demonstrate secure communication between members of the production team in a performance context. Skills and techniques will be applied effectively and consistently with some understanding of professional practice.</p> <p>Communicate with the audience in an effective and sustained manner and indicate through the style of the work a secure understanding of the creative process.</p> <p>(15-22)</p>	<p>Demonstrate confident and effective communication between members of the production team in a performance context.</p> <p>Skills and techniques will show a committed personal style and a thorough understanding of technical, aesthetic and production factors reflecting professional practice.</p> <p>Communicate with the audience in a totally engaging manner and demonstrate an innovative approach to the creative process and a high degree of flair and imagination.</p> <p>(23-30)</p>	30
<b>Total marks</b>					<b>60</b>

(For description of AOs see Appendix D of the specification.)

Example of the pro forma to be handed to the assessor before the performance.

UNIT SEVEN: PRODUCTION DELIVERY		
<b>Initial Source Material:</b>		My Fair Lady
<b>Aims and objectives for the work:</b>		To re work the musical for a new target audience, bringing out the themes of the role of language in society today.
<b>Areas of Investigation:</b>		Class barriers in relation to language.
<b>Style of Performance:</b>		Musical theatre
<b>Target Audience:</b>		Students of English as an additional language.
<b>Venue:</b>		School studio
Candidate Name	Role[s]	Area of Expertise
Maleha Mann	Eliza	Acting & singing
Christopher Kombo	Higgins	Acting & singing
Daniel Johnson	Pickering	Acting & singing
Jamie Jones	Alfred	Acting & singing
Chloe Wright	Mrs. Higgins	Acting
Lewis Hambleton	Freddy	Acting
Tyler Loader	Zoltan	Acting & singing
Ben Lund	Butler	Singing
Jessie Parker	Mrs Pearce	Acting

