

**Pearson Edexcel GCE**

# **Applied Performing Arts**

**Unit 3: Performing to a Commission**

Moderation Summer 2018

Paper Reference

**6982/01**

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

**The project must be completed and assessed between  
1st April and 30th June 2018.**

*Turn over* ►

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**Pearson**

## **GCE AS Applied Performing Arts**

### **Unit 3: Performing to a Commission**

For this unit you must work as part of a group to select one of the following Commission Briefs to create and perform a production for a live target audience. The performance should last between 30 and 60 minutes, depending on group size.

You must work in groups of between three and twelve **performers** with a possible design, technical and production management team of up to six members to support the production.

It is perfectly acceptable, and indeed likely, that each member of the group will contribute to more than one of the following roles:

- administrator (including front of house)
- designer
- performer
- stage manager
- technician.

You will be assessed on your individual contribution to the production.

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. This should state the group's anticipated outcomes for the work in response to the original commission.

Each **candidate** must maintain a record of the development process in a working log that details their initial response to the stimulus, research, exploration, practical application and ongoing evaluation. The working log must be handed in to the centre assessor to be marked prior to moderation.

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

Select **one** of the following Commission Briefs and create a production for an appropriate performance space and target audience. The work may be performed at your own venue or any other location as appropriate, but it must accommodate the examination/moderation process.

The finished product may employ any one or more of the performing arts disciplines. The style and form of the work must be clear and appropriate in order to create meaning for the chosen target audience.

**Commission 1**

Use a well-known influential person from history as a stimulus to create a performance in a venue of your choice for a chosen target audience.

**OR**

**Commission 2**

Create a performance for a school audience (you can select any Key Stage) on the theme of 'Freedom of Choice'.

**OR**

**Commission 3**

You have been asked to contribute to a new arts festival in your area that aims to explore the area's heritage through performance. Create a suitable performance piece that is suitable for a non-traditional venue.

## Assessment Requirements

Assessment evidence will consist of a performance for the target audience identified in response to the Commission Brief, together with individual working logs.

Each candidate should be fully involved throughout the process and undertake thorough preparation during rehearsals in a creative, accurate and supportive manner. Candidates must document their individual involvement in a working log, which must be handed in to the centre assessor to be marked prior to the moderation visit.

Although working as part of a group, candidates will be assessed individually on their contribution. Where a group has no design or technical 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.

It is not acceptable to use Unit 3 to fulfil the requirements of Unit 2. The content/event for **Unit 2** must be defined by the centre.

The assessment evidence must confirm that candidates:

- 1 Have selected the relevant skills for their chosen specialism(s) in a manner that is appropriate to the demands of the Commission Brief.
- \*2 Can apply these skills to a performance that reflects the demands of the selected Commission Brief and record this in their working log.
- 3 Have the ability to communicate with the appropriate target 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 41 and 42) to assess the quality of 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 (DVD or memory stick) and that all candidates are clearly identified at the beginning of the recording. A copy of the recording must be submitted for moderation.**

### Assessment criteria - Unit 3

|                                | Mark band 1  | Mark band 2  | Mark band 3  | Mark band 4   | Mark awarded |
|--------------------------------|--|--|--|---|--------------|
| (a)<br>(AO1)                   | Select skills that show some awareness of the structure, processes and products of the performing arts sector but may not be entirely appropriate to the demands of the original commission.<br><br><b>(0-3)</b>   | Select relevant skills that show a basic understanding of the structure, processes and products of the performing arts sector in relation to the demands of the original commission.<br><br><b>(4-6)</b>   | Select skills that show a secure understanding of the structure, breadth and processes of the performing arts sector and that clearly address the demands of the original commission.<br><br><b>(7-9)</b>  | Select skills that show a highly developed understanding of the structure, breadth and processes of the performing arts sector and that fully address the demands of the original commission in an imaginative and sophisticated treatment of the material.<br><br><b>(10-12)</b>   | <b>12</b>    |
| (b)<br>(AO2)<br>QWC<br>(i-iii) | Produce a log that will demonstrate a variable level of skill and technique that is not always focused on the demands of the commission.<br><br>Uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.<br><br><b>(0-3)</b> | Produce a log that will demonstrate basic skills and processes to the creative development of an initial idea to final realisation.<br><br>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.<br><br><b>(4-6)</b> | Produce a log that will demonstrate secure levels of skill and technique that are deployed in a coherent manner. Contributions will indicate a clear understanding of working with others.<br><br>Uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.<br><br><b>(7-9)</b> | Produce a log that will demonstrate a complete command of appropriate skills and techniques that are sustained and integrated with complete confidence and control throughout the performance. Ensure all contributions are consistent and appropriate to produce fit-for-purpose outcomes.<br><br>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.<br><br><b>(10-12)</b> | <b>12</b>    |

|                    | Mark band 1   | Mark band 2  | Mark band 3  | Mark band 4   | Mark awarded |
|--------------------|---|--|--|---|--------------|
| (c)<br>(A03)       | <p>Realise a performance employing skills and techniques that may not be entirely appropriate or secure.</p> <p>There may be an apparent reliance on other members of the group.</p> <p>Show awareness of others but the ability to communicate, both with performers on stage and with the audience may be limited by some lapses in technique and concentration.</p> <p>(0-8)</p> | <p>Realise a performance with some accuracy with an attempt to engage the audience. There will be some recognition of the most obvious technical and aesthetic factors.</p> <p>Support the group as a whole with some focus to communicate the concepts inherent in the performance.</p> <p>(9-16)</p> | <p>Realise a confident performance through the secure application of skills and processes that reveal an understanding of technical and aesthetic factors and an awareness of professional practice.</p> <p>Show a personal technique that reveals a significant contribution to the overall quality of the work.</p> <p>Communicate a very clear performance with secure appreciation of the concepts inherent in the piece.</p> <p>(17-26)</p> | <p>Realise a convincing and engaging performance through a sustained personal technique that demonstrates a thorough understanding of professional practice and complete control of technical and aesthetic factors.</p> <p>Work independently and with others in an appropriate and focused manner to produce fit for purpose outcomes.</p> <p>Sustain a personal technique to deliver the concepts inherent in the work in a totally convincing and engaging manner.</p> <p>(27-36)</p> | 36           |
| <b>Total marks</b> |   |  |  |   | <b>60</b>    |

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

Example of the pro forma to be completed before the examination and provided for moderation.

| <b>UNIT THREE: PERFORMING TO A COMMISSION</b>      |  |                          |
|--|--|--------------------------|
| <b>COMMISSION NUMBER: 1</b>                        |  |                          |
| <b>Candidate Name</b>                              | <b>Role(s)</b>   | <b>Skills/techniques</b> |
| Ben Stewart  | Sculptor   | Performer                |
| Vinesh Mukerjee                                    | Civil servant  | Performer                |
| Katja Kaszlikoska                                  | Millicent  | Performer                |
| Amy Helme  | Journalist   | Performer                |
| Jawo Alphonso                                      | Guitar & Keyboard  | Musician                 |
|  |  |                          |
|  |  |                          |
|  |  |                          |
| <b>Title</b>                                       | 'The Selfless Woman'   |                          |
| <b>How the work addresses the Commission Brief</b> | We have chosen Millicent Fawcett as a person from history who has recently been in the news. We are exploring her life and work to communicate to our audience the importance of remembering people that changed the world for the better. |                          |
| <b>Aims and Intended Outcomes</b>                  | To communicate to our audience the importance of remembering influential people from history.  |                          |
| <b>Target Audience</b>                             | A public audience.   |                          |
| <b>Style</b>                                       | Ensemble performance with songs and dance included.  |                          |
| <b>Venue</b>                                       | The Studio (our school's performance space).   |                          |

