

NQF BTEC Level 1/Level 2 First in Performing Arts

Administrative Support Guide (ASG)

2017-2017

Unit 1: Individual showcase

Please read this along with relevant information in the qualification specification (unit 1 information and section 9)

**Issue 3
September 2017**

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1. Summary of key dates and events

Event	Date	Other Information
Externally set task released on website	7 September 2016	Secure download. Learners must complete work in response to a progression opportunity for the relevant year. Learners resitting the unit should complete new work in line with the new externally set task.
Bookings for learners taking external assessment to be made on Edexcel Online	21 March 2017	Submitting bookings after this date may result in delay to allocation of an examiner. It may also result in a late fee.
Learner work submitted to your allocated examiner	15 May 2017	The work must be with the examiner by the 15th of May. When sending the work, you must allow time for it to be delivered to the examiner.
Results day	23 August 2017	Release of results to learners. Next Generation NQF BTEC results can be released to learners on the same day as electronic results (EDI and Edexcel Online) are released.
Last day for enquiries about results (EAR)	20 September 2017	Last date for receipt by Pearson of EAR applications.
Last day for access to scripts (ATS)	4 October 2017	Last date for receipt by Pearson of ATS requests. For this unit, a photocopy of the learner record sheet is available in lieu of access to scripts.

2. General information and support materials

Booking

It is essential that centres ensure that their **learners are entered for the examination**. Final bookings should be made by the **21 March 2017**.

It is vital that bookings are submitted in order to ensure that an examiner is allocated to your centre. These bookings must be made by the examinations officer on Edexcel Online.

Resit

Learners may attempt the external unit in any available assessment session, once they are ready. Learners must produce new work to match the new externally set task. There is a charge for retaking the external assessment.

Accessing the externally set task

The externally set task for the current year is available for download from the BTEC website. It is available under the "externally set task" category – follow the link below for the relevant web page.

Please note that you will be required to enter your Edexcel Online username and password in order to download this secure material. If you do not have access to Edexcel Online, contact your examinations officer who will be able to set up an account for you. Alternatively, they may download the externally set task for you and pass it on.

<https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExternal-assessments>

Support materials

The following support materials are also available at the link above:

- Sample assessment materials (SAMs)
- Last year's externally set task
- The mark scheme
- Unit 1 scheme of work

Teachers: if you have any subject specific teaching queries please contact the Subject Advisor team on 0844 372 2191 or e-mail:

TeachingPerformingArts@pearson.com

Examinations officers: if you have any questions relating to bookings, registrations, training courses, EOL, invoices, certificates, eligibility, approvals or results please contact Service Operations on 0844 463 2535 or e-mail:

examsofficers@pearson.com

3. Preparatory work

Learners will be assessed on their demonstration of relevant skills and knowledge through a letter of application and a presentation and/or audition in response to a progression opportunity.

There is a choice of four progression opportunities. It is your decision whether you allow the learner to choose a progression opportunity or if you select one for the whole cohort. This will depend on the size of the cohort and how you intend to teach it. In both cases, we advise that you allow the learners to see all the options so they understand why the opportunity they will be responding to is the most appropriate one for them.

Pearson will not approve or recommend texts or other materials prior to assessment. The choice is the responsibility of the learner/centre.

4. Production of the letter of application

The letter of application should be produced during **a maximum of 2 hours under controlled conditions**, i.e. in a room set out for a formal examination and supervised by a teacher. If a learner is absent at the time originally scheduled, a later session can be provided. The same controlled conditions should be in place for the later session.

The letters can be produced using a word processor (preferred) or by hand. Handwritten letters must be scanned. All letters must then be turned into PDF files.

Each file should be named according to the following naming convention:

[centre #]_[registration number #]_[surname]_[first letter of first name]

For example, the file name for Joshua Smith with registration number F180542 at centre 12345 should be named:

12345_ F180542_ Smith_ J

The letter of application must be submitted to the examiner at the same time as the recording of the audition/presentation (**and no later than 15 May 2017**). You can choose the order in which your learners will undertake these two tasks. In practice, however, it would seem appropriate for learners to produce the letter of application before undertaking the audition/presentation as this reflects what would happen when applying for a real job.

5. Recording of the audition/presentation

The second part of the externally set task is an **audition/presentation that should be recorded on DVD(s)/memory stick(s)**. We highly recommend that **each recording is saved individually** and not as one long recording of multiple learners.

The recording must be made under controlled conditions. It must be a **complete, unedited recording** of each individual performance. The auditions/presentations can be undertaken by learners and recorded by the centre at any time during the academic year. Recordings and letters of application should then be safely stored e.g. in exams office, until it is time to submit the work to the examiner.

The camera must be positioned to ensure that **the best possible quality (please avoid backlighting) and unobstructed recording is made of the audition/presentation**.

Learners should perform on their own. Due to the nature of the task, it is not permitted that they perform with a partner or in a small group.

Teachers are not permitted to question or respond to the student. If a learner forgets their lines during the recording and cannot recover you can provide a prompt for them, however this will be reflected in the marks awarded. If a learner stops during the performance they may re-start from the point at which they stopped, or start again from the beginning. However, the recording **must not** be paused or stopped, i.e. the full performance, including the 'false start' should be submitted to the examiner.

There is **no requirement for an audience to be present** during the recording. If an audience is present, then there must be no active participation in, or interruption of, the performance tasks. The centre must ensure that the camera is not obscured, e.g. by the backs of people's heads.

Furthermore, this is not meant to be a theatrical production and should be recorded in a simple manner, i.e. in natural light rather than with stage lighting and/or effects.

Depending on the progression opportunity and/or option chosen, **singers or musicians** can be accompanied by a **single accompanist** (e.g. a pianist or guitar player) as they would be in a real audition. Alternatively a backing track may be used. The backing track must not include lead vocals.

The length of the performance will depend on the progression opportunity and the option or pathway the learner has chosen. **The lengths stated in the progression opportunities must be followed.** Performances or presentations that are substantially shorter or longer than the time stated will not attract the full range of marks.

The recording must be readable through one of the following programmes: windows movie, real time, VLC or quick time. We advise that you save the recordings in one of the following file type: MPEG, FLV, MOV, WMV or RM.

6. Transfer onto DVD(s)

You must submit both the letter of application and the recording of the audition/presentation on DVD(s)/memory stick(s). More than one piece of learner work can be submitted on each DVD/stick presented. Learners' work must be copied onto sticks/burnt to the DVD(s). We advise that you create **datafiles** organised in the following way:

- You must create a folder for each learner. Each folder should be named according to the following naming convention:

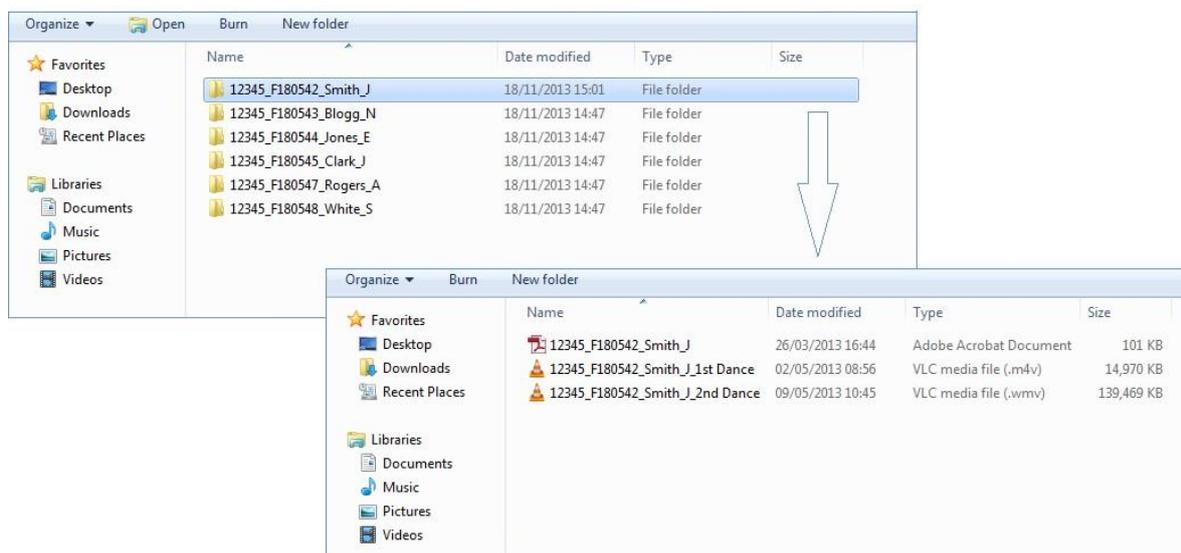
[centre #]_[Registration number #]_[surname]_[first letter of first name]

Example: Joshua Smith with registration number F180542 at centre 12345 would have work in a folder titled

12345_F180542_Smith_J

- Each folder must then contain the letter of application and the recording of the audition/presentation.

Please see an example below:



The DVD(s)/memory stick(s) and hard protective case should be **clearly labelled** with:

- centre number and name,
- 'NQF BTEC First in Performing Arts – Unit 1 - May 2017',
- DVD/stick number (if more than one is being provided e.g. 1 of 2).

Centres are reminded that **DVDs/sticks are not returned**, therefore you must make a copy for your own records and in case discs are damaged or lost within the postal system. **Any other form of media will be rejected.**

The DVD(s) must be a new, previously unused disc(s).

Examiners will not check the quality of the recordings. It is the centre's responsibility to check all introductions and performances on a computer before sending to the examiner. **You must ensure the quality of the sound and picture of the recordings is sufficient to enable performances to be marked.**

Before the DVD(s)/memory stick(s) are sent for marking, the teacher should check that:

- the DVD(s)/memory stick(s) play in other computers. For instance, if the video was created on an Apple Mac computer, you must check that the files can be opened on a Microsoft Windows computer.
- an audio signal has been successfully recorded. You should ensure that the camera being used has appropriate facilities for adjusting recorded sound levels,
- all introductions, auditions and/or presentations are captured on the recording(s),
- A copy has been made of each audition and/or presentation in case of postal problems.

7. Edexcel Online Attendance Register

The attendance register for Performing Arts should be completed using Edexcel Online. You should complete this once all learners have finished the assessment and you are ready to send your learners' work to the examiner.

If a learner is absent from the assessment, or has been withdrawn, you must inform us by marking them as 'Absent' online. All learners who complete work should be marked as 'Present'.

The information below will guide you through this process.

PEARSON ALWAYS LEARNING

edexcel

Tuesday 30 Apr 2013

Centre number: 99999 GO DUMMY SCHOOL CENTRE - FOR TESTING P

Select site: C/O MS S J GRAY (99999 - NCN)

Home Mailbox My Account Log-out

Select Qualification

Home Page LIVE INTERNAL Help

WELCOME TO EDEXCEL ONLINE!

Use the drop-down menu on the left to access the different qualification areas.

- Academic results:** results for the recent academic examination series will be made available in the relevant qualification areas. For all the information you need about the release of 2012 academic results, check our [results page](#).
- Approvals Screens:** In order for users to make Online Approval requests for both BTEC and NVQ qualifications, you will need the Online Approvals profile ticking on your account. Please see your Edexcel Online administrator if you need the Approvals profile.
- View Invoices:** You can view invoices online by selecting the 'View Invoices' option from the left hand menu. You can also drill down to view exactly which candidates the invoice covers.
- BTEC/NVQ Basedata:** Authorised users can request basedata for approved BTEC and NVQ programmes via Edexcel Online by selecting the *EDI Basedata* option from the BTEC and NVQ menus. Instructions on how to do so can be viewed by clicking the help link at the top right of the basedata page.

If you experience any difficulty using Edexcel Online ...
Try using the online help by clicking on the ? symbol where it appears on the menu bar.
Alternatively, you can [contact us](#).

Please note, for your protection, your session will expire after 20 minutes of inactivity.

Log in to Edexcel Online and access the BTEC menu from the drop down here.

Candidates

Access Arrangements

OSCA

BTEC Next Generation

Approvals - Schools & FE

Approvals - other centres & Higher awards

Qualifications

Tracking

Form Queries

External Verification

OSCA 1

Quality Review & Development

Onscreen Testing

External Assessment

BTEC**UAT*

Welcome to t!

Certificate end date for BTEC

From 31 August 2012 NQF BTEC certification end date, learners will need to move to currently : qualification.

The certification end date for e qualification [pages](#), under 'Accre

Confirmation sampling for BT

Each year, we select a sample Verifiers to ensure standards ar sampling 2011-12 have now bei Verifier will be allocated to und learner work.

Details are available in the BTEC [Quality Assurance Handbook 20](#)

Quality Nominee details

Book Assessment

View/Amend Assessment booking

Manage Assessments

Select 'BTEC Next Generation' from the left hand menu.



Menu

Centre: 13212 13212 13212 - FOREST LANE

Home~~Moderated Assessment
(Art & Design)~~Attendance Register
(Performing Arts)

Click on this option to access your centre details and online attendance register for Performing Arts.

This option is for managing Art and Design external assessment. You should ignore it.

Each learner's registration number is displayed here. Each learner should use this number to identify their work.

Select BTEC NG Jun 2015.

Attendance Register (Performing Arts)

Search:

Record absences

Series name: **BTEC NG Jun 2013**

Registration No.	Learner name	Centre code	Subject code	Status	Learner No.
E744991	ABBE GAULD	12502 12502 12502	0512E	Present	86531200
E744971	ADRIANA PAM	12502 12502 12502	0512E	Present	86531180
E744994	ALAN JOHN DALLY	12502 12502 12502	0512E	Present	86531203
E744964	ALEXANDER RICHARD KING	12502 12502 12502	0512E	Present	86531173
E744974	AMY-LOUISE ABRAM	12502 12502 12502	0512E	Present	86531187
E744999	AWO DYSON	12502 12502 12502	0512E	Present	86531139
E744961	DEJI BALDE	12502 12502 12502	0512E	Present	86531170
E744995	DIANA STIRK	12502 12502 12502	0512E	Present	86531204
E744965	EMMA ROSE PENNEY	12502 12502 12502	0512E	Present	86531174
E745001	ENAM ALDOUS	12502 12502 12502	0512E	Present	86531131
E744963	EVE QUAYLE	12502 12502 12502	0512E	Present	86531177
E744970	GWENDOLINE BRANNIGAN	12502 12502 12502	0512E	Present	86531179
E744983	HARDEEP SINGH GLOVER	12502 12502 12502	0512E	Present	86531192
E744986	HASINA HADDOW	12502 12502 12502	0512E	Present	86531195
E745002	HELEN LESLEY AXE	12502 12502 12502	0512E	Present	86531352

Export Page 1 of 3 15 View 1 - 15 of 43

In the middle of the screen you can see each learner's details with the centre and unit codes

This learner number is our internal reference number - please disregard it. Learners should continue to use their registration number.

Status

Present

Present

Absent

Present

Absent

Present

Present

Absent

Present

Present

Present

Present

Present

Present

Present

View 1 - 15 of 15

Submit

Next to each learner select present or absent from the drop down menu.

Once you've selected present or absent for **every** learner click submit to send in your attendance register.

Note: Once you've clicked submit you won't be able to make any further amendments so double check. If you do make a mistake get in touch with us and we can put it right.

8. Submission of work

Learner work will be externally assessed and marked. You must **submit the work for all learners taking the examination**. Examiners will be trained and fully standardised across the range of performance disciplines. The mark scheme is available on the BTEC Firsts website.

The following materials **must** be sent to the examiner by the **15 May 2017**:

	Item	✓	Number to be sent
1	DVD/stick (with PDF files and video recordings)		Number as appropriate
2	Centre register form (printed and signed copy)		
3	Authentication form (printed and signed copy)		One form per learner
4	Learner record sheet (printed copy)		

Copies of the forms are provided in the appendix of this booklet. These forms are also available in a Word format on the website. They can be filled in electronically, but **they must be printed and signed**.

Please note that the learner's **BTEC registration number** should be indicated in the relevant field in the forms (GCSE candidate number should not be used).

Absent learners should be indicated with an "A" on the assessment forms/online attendance register.

All DVD(s)/memory stick(s) must be sent in hard protective cases.

Centres are advised to retain proof of postage.

All materials sent to the examiner for this unit will be retained by Pearson.

9. Learners registered on multiple pathways

Learners must submit different work (letter of application and performance) for each pathway. The work submitted must be **for different progression opportunities**. The examiner will carefully check that there is no duplication of materials.

Please see an example below:

Joshua Smith is registered for :

- NQF BTEC first Award in Performing Arts (Dance)
- NQF BTEC first Award in Performing Arts (Acting)

For unit 1, Joshua will submit the following work:

Progression opportunity 3

- A letter of application, a dance Audition and a 5-minute presentation (with ideas for practical dance workshop activities) for progression opportunity 3 (for the Dance pathway).

Progression opportunity 4

- A letter of application and an audition with 2 contrasting extracts for progression opportunity 4 (for the Acting pathway).

A booking must be made **for each pathway** and all forms **must be duplicated** and added to each submission as appropriate. The learner record sheet and the folder name on the DVD/stick must specify which submission is for which pathway.

Please note that learners can only be registered on more than one pathway on the Award size of the qualification. We would recommend you consider registering these learners in one of the larger sizes of the qualification.

10. Special Requirements

Requests for **access arrangements** and **special consideration** are made on behalf of learners:

- with known and long-standing learning difficulties
- with physical disabilities, permanent or temporary
- with sensory impairment
- whose first language is not English, Irish or Welsh
- who have difficulties at, or near, the time of assessment that may affect their performance in that assessment.

Access arrangements

Access Arrangements allow learners to show what they know and can do without changing the demands of the assessment, i.e. using a reader or scribe. Access Arrangements are approved **before** an examination or assessment and they allow learners with special educational needs, disabilities or temporary injuries to access the assessment.

Submitting a request for Access arrangements

Access arrangements **should be made online, via Edexcel Online**. First, select 'BTEC' on the qualification drop-down list, and then select 'access arrangements'.

You will need to get the access arrangement online tool in order to complete an application. Submission of access arrangements for externally set tasks should be submitted at least **6 weeks** before the work submission deadline.

Special Consideration

Special consideration is applied **following** an examination or assessment. This ensures that a candidate who has a temporary illness, injury or indisposition at the time of the examination is given some compensation for those difficulties or circumstances.

Please refer to the JCQ regulations and guidance booklet *Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications* for information on candidate eligibility, procedures, evidence requirements and deadlines.

You can apply for special consideration by using '**Form 10**'. The form can be downloaded from the JCQ website here: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms/form-10---application-for-special-consideration>.

To ensure effective processing of an application, centres must additionally submit evidence to support the application, such as a statement from a member of centre staff or any other appropriate information.

The head of the centre or exams officer must authorise and sign all applications submitted for special consideration.

JCQ/SC Form 10 must be completed in detail and submitted to the **Special Requirements Section at Pearson**, prior to the marking of learners' work.

This should be sent with the appropriate documentation, such as medical certification, to:

Special Requirements
Pearson UK
190 High Holborn
London
WC1V 7BH

Tel: 0844 463 2535

E-mail: uk.special.requirements@pearson.com

Learners will not be eligible for special consideration if the effect on the final assessment cannot be reliably quantified by Pearson. Please therefore ensure that full details of dates when the learner was suffering from the illness, injury or indisposition is given along with any appropriate supporting evidence. No special consideration can be made unless JCQ/SC Form 10 is submitted. The centre should retain copies of any such forms.

If an application for special consideration is accepted, Pearson will review the learner's performance in the part(s) of the examination which have been completed. Pearson will take into account all the available evidence to compensate for the adverse circumstances and make an appropriate award.

The examinations officer will be able to advise on learner eligibility for special consideration.

Special consideration applications must be made no later than 7 days after the final examination.

Special consideration will **not** be given to those students absent because of holidays.

11. Post-Results Services

Access to scripts

A photocopy of the learner record sheet is available in lieu of scripts. It provides a **breakdown of the marks achieved by learners** (comments/notes from the examiner are not available) . "Access to scripts" requests are submitted on Edexcel Online. You should refer to your examinations officer for further details.

The breakdown information will detail marks for the following:

Letter of Application
Performance: Grid A - Communication and Technical Skills
Performance: Grid B - Application to the progression opportunity

Clerical check

This service (Service Type 1) constitutes a check of all clerical procedures which lead to the issue of a result.

This service includes the following checks:

- all parts of the work (the Letter of Application and the audition/performance) have been marked
- the totalling of marks
- the recording of marks
- the application of any adjustments
- the application of grade thresholds

Please note that learners' marks can go up or down.

Review of marking

Requests for a review of marking (Service Type 2) can be made by the examinations officer via Edexcel Online. Once the request has been received Pearson will arrange for the learner's work to be sent to a senior examiner for reviewing. Learners' marks may be confirmed, lowered or raised.

Additional information

Please note that enquiries about results and access to scripts requests can only be submitted using Edexcel Online. Centres are advised to submit applications at the earliest opportunity, as applications cannot be accepted after the published closing date. There is a fee involved for these services. Note that the fee is waived if a learner's grade is increased following an enquiry about results.

More information regarding the different types of results enquiry services available to centres and how to apply for the services can be found online:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services.html>

Appendix A – Centre Register

The following page provides the centre register form that must be completed for the cohort of learners submitting work for Unit 1: Individual Showcase.

Appendix B – Authentication Form

The following page provides the authentication declaration that must be completed by each learner submitting work for Unit 1: Individual Showcase.

The form must be countersigned by the teacher.

Authentication form

This form must be signed by both the learner and the teacher.

Qualification (delete as appropriate):

BTEC Award / BTEC Certificate/ BTEC Extended Certificate / BTEC Diploma

Unit number	20512E	Unit name	Unit 1: Individual Showcase
Centre number		Centre name	
Registration number		Learner name	

Notice to Learners

The work you submit for assessment must be your own. You may be disqualified from at least the subject concerned if you copy from someone else, allow another learner to copy from you, or if you cheat in any other way.

Declaration of Authentication

I have produced the attached work without assistance, other than that which my teacher has explained is acceptable within the specification.

Signed (Learner).....

Date.....

Declaration by the Teacher

I confirm that the **learner's** work was conducted under the conditions laid out by the specification. I have authenticated the **learner's** work and am satisfied that to the best of my knowledge the work produced is solely that of the **learner**.

Signed (Teacher)

Name (Block capitals)

Date

By signing this declaration you agree to your work being used to support Professional Development, Online Support and Training of teachers and/or Pearson Moderators or Examiners. If you have any concerns regarding this please contact btecdelivery@pearson.com

Appendix C – Learner Record Sheet

The following page provides the learner record sheet. You must complete the header (centre name and number) and **section A only** for each learner submitting work for Unit 1: Individual Showcase. Section B will be completed by the examiner.

Please note that the learner's BTEC registration number should be indicated in the relevant field (GCSE candidate number should not be used).

Centre name		Centre no.	
Unit name	Unit 1: Individual Showcase	Unit Code	20512E

NQF BTEC Level 1/2 Firsts in Performing Arts – May 2017
LEARNER RECORD SHEET

DO NOT ATTACH ANYTHING TO THIS FORM

Section A: Must be completed by the Centre

Learner name		Registration number	
Progression opportunity No.		Option no. (if relevant)	

Section B: Must be completed by the examiner

		E MARK			
Letter of application					
Performance: Grid A – Communication and Technical Skills					
Performance: Grid B – Application to the progression opportunity					
		TOTAL			

Appendix D – Frequently Asked Questions

Do we need to provide learners with an assignment brief for this unit?

No, it is an externally assessed unit and learners have to prepare work in response to one of the four progression opportunities available in the externally set task for May 2017 published on the website.

Can I give the progression opportunities to my learners?

Yes. Learners will be assessed on their demonstration of relevant skills and knowledge through a letter of application and audition pieces/a presentation; they should be given the progression opportunities to look at and discuss.

Are learners allowed to all pick different progression opportunities or should I select one for my whole cohort?

It is up to you; you may wish to choose for them, however, it would be sensible to allow them to see all the options so they understand why the opportunity they will be responding to is the most appropriate one for them. A lot will depend on the size of your cohort and how you intend to teach the unit.

Can we retake the external assessment? How many times? When can we retake it?

There will be opportunities to retake the external assessment in the following year; learners will be required to create new work using the following year's progression opportunities. There will be a charge for retaking the external assessment.

We have a very large cohort of learners. Do we have to send work for all of them?

Yes, as this is an externally assessed unit (as opposed to a moderated or verified unit) we will need work to be submitted for all learners. The unit does however offer some flexibility as learners can record their auditions/presentations over a number of sessions.

Is the assessment criteria for the externally assessed unit in the specification?

No, but they are published as a mark scheme on the website at

<https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExternal-assessments>

(in the externally set task section).

Where can I find the grade boundaries?

New grade boundaries are set each year. Last year's grade boundaries can be found in the Lead Examiner Report for June 2016 available on the website at

<https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExternal-assessments>

(in the externally set task section).

This report also provides information on the performance of learners in June 2016 and is intended to support teachers in preparing learners for future external assessment.

Can learners doing more than one BTEC First Award in Performing Arts, for example, Acting and Dance submit the same work for both pathways?

No, learners will have to submit different work for each pathway. The work submitted for each pathway must be for different progression opportunities, e.g. a letter of application, a dance Audition and a 5-minute presentation (with ideas for practical dance workshop activities) for progression opportunity 3 for the Dance pathway and acting auditions for progression opportunity 4 for the Acting pathway.

We would recommend you consider registering these learners in one of the larger sizes of the qualification. If you register learners on more than one pathway for an Award, only one of the pathways will count towards headline measures.

Auditions/Presentations:

For progression opportunity 1, do learners have to demonstrate lighting or sound design skills?

Learners have to show that they have the skills to safely set up and operate the sound or lighting, but as the job role does not include design they need not refer to this in their presentation. Learners should demonstrate setting up and operational skills, use of cue sheets and appropriate technical language in their presentation/demonstration.

For progression opportunity 2, can learners select any region to base their response?

Yes, the learner can select their region or any other of their choice.

For progression opportunity 3, could learners include some footage of them leading a workshop activity in their presentation?

Yes, however they must fully integrate the footage into their presentation, e.g. by explaining its context and purpose and they should take care not to exceed the time limit for the presentation.

For progression opportunity 4, can learners presenting an extract from a novel or screenplay be presented?

Extracts may be taken from a script or other published text, including screenplays or novels.

For progression opportunity 4, does the dance performed have to come from previously choreographed works?

No, the dance could come from works devised by choreographers, by the tutor or they may be choreographed by the learner.

Do extracts/monologues have to be continuous or can they be edited/created/collaged from different parts of the text?

A monologue can be made up from different parts of the whole text to build a cohesive piece of the required length.

Are learners required to perform using the original accent of the text? No, there is no requirement for this. If learners choose to use an accent other than their own, this will form part of the assessment.

What should I do if one of my learners forgets their lines and/or stops during the recording?

If a learner dries and cannot recover you can provide a prompt for them, however this will be reflected in the marks awarded. If a learner stops during the performance they may re-start from the point at which they stopped or start again from the beginning, however the recording **must not** be paused or stopped i.e. the full performance including the 'false start' should be submitted to the examiner.

My learners find it difficult to perform on their own. Can they perform with a partner or as part of a small group?

No, this is not permitted.

Will Pearson approve choices of texts or other materials prior to assessment?

No. Pearson will not approve or recommend texts. The choice is the responsibility of the learner/centre.

Can text be adapted to change the gender of a role?

Yes, cross gender casting is permitted.

Can a teacher ask questions to learners during or after their presentations?

No, this is not permitted.

Can learners be accompanied in the external audition?

Yes, singers or musicians can be accompanied by a single accompanist (e.g. a pianist or guitar player) as they would in a real audition. Alternatively a backing track could be used. The backing track must not include lead vocals.

Can we do the two auditions at different times of the year?

The auditions/presentations can be undertaken by learners and recorded by the centre at any time during the academic year. Recordings and letters of application should then be safely stored e.g. in exams office, until it is time to submit the work to the examiner.

Will they be externally assessed by a subject expert?

Examiners will be trained and fully standardised across the range of performance disciplines.

Can all learners do the same pieces/extracts? Does each learner have to do a different piece? What happens if I have hundreds of learners?

There is no requirement that each learner in a cohort presents different audition pieces. In certain circumstances, teachers may feel that the needs of learners would be best served if the learner work is in response to a taught range of repertoire.

It states two minutes – what happens if they do 90 seconds?

The lengths stated in the progression opportunities must be followed. Performances or presentations that are substantially shorter or longer than the time stated will not attract the full range of marks.

Can we have an audience present?

Yes, an audience can be present at the recording. However, please remember that this is not meant to be a theatrical production and should be recorded in a simple manner i.e. in natural light rather than with stage lighting and/or effects. Also if an audience is present the centre must ensure that the camera is not obscured e.g. by the backs of people's heads.

Letters of Application

Do learners have to include their own address and that of the 'company' in their letter of application?

No. They should simply submit what would be included in the main body of the letter. They may begin the letter 'To whom it may concern' or Dear Sir/Madam' if they wish.

Some of my learners have undertaken some work experience at a local theatre. Can they submit a reference as part of their response?

No, however they can make reference to skills and experience gained during work experience or other activities outside the BTEC programme in their letter of application.

Can learners invent details of past experience in their letters?

No, the letter should refer only to actual skills and experience of the learner.

What support are we allowed to give to learners with specific needs in terms of the letter of application i.e. a learner who has difficulty writing/typing words?

If you have learners with specific needs you can make an application for access arrangements. Access arrangements are approved before an examination and are intended to allow learners to demonstrate attainment. Access arrangements requests for NQF BTEC must be made on the Edexcel Online website.

If learners do really badly in their letter of application but then do a good audition can they still pass the unit?

The mark scheme for the unit is weighted in favour of the practical work i.e. the auditions/presentations. Learners submitting a poor letter of application, but doing rather better in their auditions/presentation can therefore still succeed. They must however at least attempt the letter of application.

Do they have to do the letter before the audition?

The letter and the audition/presentation will be submitted to the examiner at the same time so they could be undertaken in any order. In practice, however, it would seem appropriate for learners to produce the letter of application before undertaking the audition/presentation as this is the likely order of events when applying for a real job.