

Pearson BTEC Level 3 National in Performing Arts

Unit 5: Individual Performance
Comission

Sample Assessment Materials (SAMs)

*For use with Diploma and Extended Diploma in
Performing Arts*

First teaching from September 2016

Issue 2



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Changes to rubrics

The rubrics in this Sample Assessment Material have been updated to provide clarity on the rules under which the task should be taken. Centres should read the Instructions for Teachers and Instructions for Learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference:

Summary of Sample Assessment Material changes

Summary of changes made between previous issues and this current issue	Page number
7th paragraph and bullets A paragraph and bullets have been added to explain informal supervision. This is to give teachers more framework for organising research and preparatory work.	Page 2
7th paragraph The paragraph on centres timetabling the supervised assessment period has been removed. This is to increase the rigour of the task by ensuring all learners must take the assessment in the same timeframe.	Page 3
Maintaining Security Bullets have been added to give teachers more information on how to maintain security for the task, including arrangements for supervised assessment, and for how the learners' work and notes must be kept securely. These bullet points have been added to clarify supervising requirements for supervised assessment time.	Page 4

Instructions to Teachers/Tutors

This booklet must be given to learners in its entirety as soon as it is received.

Learners should undertake independent research on the set task information.

Centres must issue this booklet at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetable slots will be used for some or all of the preparation.

The set task will be released 6 weeks before learner outcomes need to be submitted.

It is expected that learners spend up to 10 hours on applied research in order to inform their written proposal and performance. This time should also be used for planning the written proposal. Research should be seen in the broadest context of informed and applied analysis, practice and exploration.

Learners should also spend up to a further 30 hours on the development and rehearsal of the performance.

The majority of work must be taken under informal supervision
During this period:

- work and resources can be brought in and out of the informally supervised environment, but these must be monitored so the learner's final product can be authenticated.
- Learners can take a copy of their notes into the formal supervision sessions.
- Learners can produce/source the required assets for the performance outside of the informal supervised environment and can bring these assets to the supervised assessment.

There are three parts to the set task. Activities 1 and 3 must be completed under supervised conditions.

Activity 2 is the recording of the individual performance. It is anticipated that this will take up to 15 minutes to complete. The three parts are as follows:

Activity 1: Written proposal

- The writing up of the proposal must be carried out under supervised conditions, after the research phase and before the development of the practical work. This document must be word processed (up to 1000 words).
- Learners may bring their own notes into the supervised assessment period. The information can contain brief bullet points or mind maps of ideas to be covered but must not include fully-formed sentences or phrases that could be used directly in their response. The notes must not exceed two sides of A4. These must be hard copies and can be either handwritten or word processed.
- Teachers must ensure that all notes learners use are their own work.
- Learners can only access their own work under supervision.
- Once completed, the proposal must be stored securely until the time of submission with no further editing permitted.
- Learners may refer to a copy of the proposal during the development and evaluation of their work.

Activity 2: Individual performance

- The recording of each learner must be carried out by the supervising teacher/tutor.
- A single recording must be submitted for each learner.
- The recording must not be edited, amended or manipulated.
- Learners must not be assisted with the performance during the recording.
- The performance must be recorded in front of an invited audience but their presence should not interfere with the clarity of the recording.
- Recordings must be saved in electronic format (for further details, please refer to the Administrative Support Guide for this unit).

Activity 3: Evaluation

- The writing up of the evaluation must be carried out under supervised conditions, after the performance. This document must be word processed (up to 1500 words). Word processed documents must be printed out and submitted to Pearson.

- Learners may bring their own notes into the supervised assessment period. The information can contain brief bullet points or mind maps of ideas to be covered but must not include fully-formed sentences or phrases that could be used directly in their response. The notes must not exceed two sides of A4. These must be hard copies and can be either handwritten or word processed.
- Learners may refer to their notes and records during this time, however teachers/tutors must ensure that all materials learners refer to are their own work.
- All learner work must be completed independently before being authenticated and submitted to Pearson by the teacher/tutor.

The supervised assessment will take place in a period specified by Pearson. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Teachers/tutors should note that:

- Learners should not be given any direct guidance or prepared materials.
- Learners should not be given any support in writing or editing notes.
- All work must be completed independently by the learner.
- Learner notes will be retained securely by the centre after the supervised assessment period and may be requested by Pearson if there is suspected malpractice.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security:

- During supervised assessment sessions, the assessment areas must only be accessible to the individual learner and to named members of staff
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept securely.
- Only permitted materials for the set task can be brought into the supervised environment
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment
- Learners are not permitted to have access to the internet or other resources during the supervised assessment sessions.
- Learner notes related to the task must be checked to ensure length and/or contents meet limitations.
- Learner notes will be retained securely by the centre after the supervised assessment period and may be requested by Pearson if there is suspected malpractice.
- Any materials being used by learners must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

After the session the teacher/tutor will confirm that all learner work has been completed independently as part of the authentication submitted to Pearson.

The set task is a formal assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the preparatory period and supervised assessment are conducted correctly so that learners have completed their preparation validly and independently and submitted evidence that is their own work.

Outcomes for Submission

- 1 Written proposal (up to 1000 words) completed before the development work on the performance starts.
- 2 Digital video recording of the individual performance (5-8 minutes) to an invited audience.
- 3 Written evaluation (up to 1500 words) completed after the performance.

The written proposal and written evaluation must be word processed. Word processed documents must be printed out and submitted to Pearson. Any prepared notes must not be submitted with the final outcomes.

It is essential that learner evidence is correctly referenced and submitted: please refer to the Administrative Support Guide for this unit for instructions on how to do this.

Each learner must complete an authentication sheet.

Instructions for Learners

Read the set task information carefully.

In this task booklet you will be asked to carry out specific activities using the information provided and your own research.

You will be given up to 10 hours before Activity 1 for applied research in order to inform the written proposal and performance. Research should be seen in the broadest context of informed and applied creative analysis, practice and exploration.

You should also spend up to a further 30 hours on the development and rehearsal of the performance. Plan your time carefully to allow for the preparation and completion of all the activities.

You will complete the activities within the set task under supervision and your work will be kept securely during any breaks taken.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on how to complete the task.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

This task must be completed under supervision in timetabled sessions provided by your centre.

Outcomes for Submission

You will submit the following:

- 1 Written proposal (up to 1000 words) completed before the development work on the performance starts.
- 2 A digital video recording of your individual performance (5-8 minutes) to an invited audience.
- 3 Written evaluation (up to 1500 words) completed after the performance.

The written proposal and written evaluation must be word processed. Word processed documents must be printed out and submitted to Pearson.

You must complete a declaration that the work you submit is your own.

Set Task

You are required to complete three activities.

Activity 1: Written proposal completed before the development work on the performance starts.

Activity 2: Digital video recording of your individual performance to an audience.

Activity 3: Written evaluation completed after the performance.

You must complete ALL activities within the set task.

Activity 1: Written proposal

You must choose one of the two stimulus provided and produce a written proposal for the commission from the Waxonfield Arts Festival committee.

Your evidence will be in the form of a written proposal, (up to 1000 words).

You will be assessed on your ability to communicate your proposal with reference to the requirements of the commission brief, theme, stimulus, and the applied research undertaken. This must include details of your creative intentions, time management, tasks and resources.

You should spend 1 hour completing the written proposal.

Total for Activity 1 = 9 marks

Activity 2: Individual performance

You must develop and present your individual performance in response to the commission set by the Waxonfield Arts Festival committee and your selected stimulus.

During the development stage, for the individual performance, you will participate in practical activities to shape and develop the performance, experimenting with forms, styles and applying relevant skills and techniques in order to communicate your creative intention.

During the development process you will need to consider:

- Target audience:
 - Your performance work should appeal to an audience of older teens and young adults.
- Length of performance:
 - The performance should run for 5 – 8 minutes in total.
 - It could comprise a single continuous performance piece or several shorter pieces linked together.
- Logistics:
 - This must be an individual performance.
 - The performance should use only a minimum amount of technical resources, e.g. basic lighting, sound and costume.
 - It should be suitable for a small indoor performance space, e.g. drama/dance studio, community hall, small theatre.
 - Your teacher will arrange a time for you to present your individual performance to an invited audience.

Your evidence will be in the form of a recording of the performance to an audience.

You will be assessed on your individual performance skills, response to the commission, stimulus, theme and communication of creative ideas.

Essential information

At the beginning of the recording, you must clearly identify yourself by stating:

- full name
- full registration number
- centre name
- centre number.

Total for Activity 2 = 36 marks

Activity 3: Written evaluation

You must complete a written evaluation of the work produced in response to the commission brief and your selected stimulus.

Your evidence will be in the form of a written evaluation (up to 1500 words).

You will be assessed on your:

- evaluation of the effectiveness of development processes including how research influenced decisions.
- evaluation of how you have fulfilled the brief.
- quality of communication.

You should spend 1 hour completing the written evaluation under supervised conditions.

Total for Activity 3 = 15 marks

END OF TASK

TOTAL FOR TASK = 60 MARKS

Set Task Information

Below is the information on the commissioning body, the commission and theme. You have a choice of stimulus that must be used when developing the proposal, and realising your final performance.

The Commissioning Body:

The Waxonfield Arts Festival is a medium-scale annual music and performing arts event operating within the commercial sector. The festival has been running since the mid-1980s. Beginning as a small-scale event, it has now grown into an event that celebrates all areas of the performing arts. For the past 5 years the festival has been commissioning small-scale performance work in order to provide a platform for new performers and widen the range of work on offer to festival audiences.

The Commission:

The festival committee is now commissioning new work for this summer's festival. This year the committee wishes to celebrate **individual performance work** through a series of solo dance, drama, musical theatre and entertainment performances related to the theme of "**Loneliness**". It is looking to provide entertaining and stimulating experiences for its audience. Performances may include acting, dance, musical theatre or another performance discipline such as circus skills, variety or stand-up comedy. The work may be **devised by the performer** and/or **developed** from existing material such as a script, score or choreographic instruction in order to meet the requirements of the commissioning body.

Target audience

- Your performance work should appeal to an audience of older teens and young adults.

Length of performance

- The performance should run for 5–8 minutes in total.
- It could comprise of a single continuous performance piece or several shorter pieces linked together.

Logistics

- This must be a an individual performance.
- The performance should use only a minimum amount of technical resources, e.g. basic lighting, sound and costume.
- It should be suitable for a small indoor performance space, e.g. drama/dance studio, community hall, small theatre.

Stimulus Number One:

"I wondered why it was that places are so much lovelier when one is alone. How commonplace and stupid it would be if I had a friend now, sitting beside me, someone I had known at school, who would say: "By-the-way, I saw old Hilda the other day. You remember her, the one who was so good at tennis. She's married, with two children." And the bluebells beside us unnoticed, and the pigeons overhead unheard. I did not want anyone with me. Not even Maxim. If Maxim had been there I should not be lying as I was now, chewing a piece of grass, my eyes shut. I should have been watching him, watching his eyes, his expression. Wondering if he liked it, if he was bored. Wondering what he was thinking. Now I could relax, none of these things mattered. Maxim was in London. How lovely it was to be alone again."

Daphne du Maurier, Rebecca

Stimulus Number Two



Unit 5: Individual Performance Commission

- Sample marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically.

Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Unit 5: Individual Performance Commission – marking grid 1

The proposal will be marked against the following marking grid:				
Assessment focus	Band 0	Band 1	Band 2	Band 3
AO1: Formulate ideas that demonstrate understanding of a commission brief	0	1-3	4-6	7-9
	No rewardable material.	<ul style="list-style-type: none"> Basic and uneven descriptions of ideas in relation to the given theme and chosen stimulus, with limited reference to research. Creative intentions are described with partial consideration of the requirements of the commission brief. Activities to be carried out and resources to be used are described. 	<ul style="list-style-type: none"> Clear and balanced explanations of ideas in relation to the given theme and chosen stimulus, which have been partially informed by research. Creative intentions are explained in relation to all requirements of the commission brief. Activities to be carried out and resources to be used are explained and presented in a logical manner. 	<ul style="list-style-type: none"> Considered and balanced rationale for ideas in relation to the given theme and chosen stimulus, which have been logically informed by research. Creative intentions are fully justified in relation to all requirements of the commission brief. Activities to be carried out and resources to be used are justified and presented in a logical and considered manner.

Unit 5: Individual Performance Commission – marking grid 2

The recorded performance will be marked against marking grids 2 & 3					
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
AO2: Apply an understanding of developing performance content in response to a commission brief	0	1-4	5-9	10-14	15-18
	No rewardable material.	<ul style="list-style-type: none"> Content does not meet requirements of the commission brief. Work developed tentatively reflects the given theme and chosen stimulus. Style and structure of work developed is unrefined. 	<ul style="list-style-type: none"> Content partially meets requirements of the commission brief. Work developed interprets the given theme and the chosen stimulus in a literal manner. Style and structure of work developed is adequate. 	<ul style="list-style-type: none"> Content meets all the requirements of the commission brief. Work developed interprets the given theme and chosen stimulus in a creative manner. Style and structure of work developed is refined. 	<ul style="list-style-type: none"> Content meets all the requirements of the commission brief in an imaginative manner. Work developed interprets and fully embodies the given theme and chosen stimulus in a sophisticated manner. Style and structure of work developed is mature and fully refined.

Unit 5: Individual Performance Commission – marking grid 3

The recorded performance will be marked against marking grids 2 & 3					
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
AO3: Apply performance skills to communicate creative intentions in relation to a commission brief	0	1-4	5-9	10-14	15-18
	No rewardable material.	<ul style="list-style-type: none"> Communication of creative intentions is limited. Performance skills and techniques selected are not entirely appropriate to intentions. Application of skills and techniques are limited, lacking control. 	<ul style="list-style-type: none"> Communication of creative intentions is clear for most of the performance. Performance skills and techniques selected are appropriate and used adequately to realise intentions. Application of skills and techniques are competent, showing partial control. 	<ul style="list-style-type: none"> Communication of creative intentions is effective throughout the performance. Performance skills and techniques selected are appropriate and used effectively to realise intentions. Application of skills and techniques are effective, showing control and consistency. 	<ul style="list-style-type: none"> Communication of creative intentions is imaginative and assured throughout the performance. Performance skills and techniques selected are appropriate and used imaginatively to realise intentions. Application of skills and techniques are fluent and assured, showing outstanding control and consistency.

Unit 5: Individual Performance Commission – marking grid 4

The evaluation will be marked against the following grid:					
Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
AO4: Evaluate the effectiveness of own work	0	1-3	4-7	8-11	12-15
	No rewardable material.	<ul style="list-style-type: none"> Basic description of how work was developed. Basic description of the work in relation to the commission brief. Quality of written communication and use of specialist terminology is limited. 	<ul style="list-style-type: none"> Explanation of how work was developed with some justification of choices and basic reference to research activities. Explanation of the work in relation to the commission brief. Quality of written communication and use of specialist terminology is adequate. 	<ul style="list-style-type: none"> Analysis of how the work was developed, justifying choices made and how research influenced decisions. Competent and clear evaluation of the completed performance work in relation to the commission brief. Quality of written communication and use of specialist terminology is effective. 	<ul style="list-style-type: none"> Comprehensive evaluation of how work was developed, fully justifying choices made and how research influenced decisions. Comprehensive and insightful evaluation of the effectiveness of the work in relation to the commission brief. Quality of written communication and use of specialist terminology is authoritative.

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