

Pearson BTEC Level 3 National in Performing Arts

Unit 3: Group Performance Workshop

Sample Assessment Materials (SAMs)

*For use with Extended Certificate, Foundation
Diploma, Diploma and Extended Diploma in
Performing Arts*

First teaching from September 2016

Issue 2



Edexcel, BTEC and LCCI qualifications

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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
<p>3rd paragraph A paragraph and bullets have been added to explain informal supervision. This is to give teachers more framework for organising research and preparatory work.</p> <p>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.</p>	Page 2
<p>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 must be kept securely. These bullet points have been added to clarify supervising requirements for supervised assessment time.</p>	Page 3

Pearson BTEC Level 3 Nationals

Write your name here

Surname

Forename

Level

3

Performing Arts

Unit 3: Group Performance Workshop

Part

S

Marks

Supervised
hours

5

Extended Certificate/Foundation Diploma/Diploma/
Extended Diploma

**Sample assessment material for first teaching
September 2016**

Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task.
- This booklet must be given to learners as soon as it is received, so that learners can start the research in advance of the final supervised assessment period.
- This set task must be undertaken in a total of 5 hours in the period timetabled by Pearson.

Information

- The total mark for this paper is 60.



Paper reference

XXXX/XX

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Instructions to Teachers/Tutors

The set task will be released in January before learner outcomes need to be submitted. It is expected that learners will spend up to 10 hours on planning and interpretation of the stimulus and up to 30 hours on the development of creative ideas.

For the 40 hours 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 work can be authenticated.

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.

There are two activities for the set task and two outcomes for submission. Completion of the digital process log must be under supervised conditions.

The digital log must be completed on a computer using the template provided by Pearson.

Digital Process Log

- Inputting of responses on the digital process log will take place at four milestones under supervised conditions:
 - Milestone 1: Interpretation and planning
 - Milestone 2: Development of creative ideas: early stage review
 - Milestone 3: Development of creative ideas: mid-stage review
 - Milestone 4: Review and reflection.
- Learners will use the template provided for their digital log.
- At each completed milestone stage, learners must date their entry.
- Each milestone entry must be signed, dated and saved as a PDF at the end of each supervised session.

Group workshop performance

- The recording of each learner must be carried out by the supervising teacher.
- A single recording must be submitted for each group workshop performance.
- The recording must not be edited, amended or manipulated.
- Learners may not be assisted during the recording.

All learner work must be authenticated before being 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
All work must be completed independently by the learner.

Learners must not bring anything into the supervised environment or take anything out without your knowledge and approval.

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 secure.
- 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

After the session the teacher/tutor will confirm that all learner work had 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

Each learner must submit the following:

- 1** Digital process log completed and saved as a PDF.
- 2** Digital video recording of the group performance workshop to an audience.

Each learner must complete an authentication sheet.

Instructions for Learners

Read the set task information carefully.

In this 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 for planning and interpretation of the stimulus and up to 30 hours for the development of creative ideas.

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

You will have access to a computer.

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

This task must be completed under supervision in timetabled sessions provided by your centre. It is likely that you will be given more than one timetabled session to complete these tasks.

Outcomes for Submission

You will submit the following:

- 1 Digital process log completed and saved as a PDF.
- 2 Digital video recording of your group workshop performance to an audience.

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

Set Task Brief

You have been asked to work as part of a small performance company of 3 to 7 performers to create an original piece of work that you will present as an informal performance to an invited audience.

You are required to use the stimulus, found at the end of this booklet, as a basis for developing the piece.

The performance piece needs to be between 10 and 20 minutes long.

The audience will want to see an original piece created in response to the stimulus. Your performance company will need to work creatively together, drawing on all your strengths to create an imaginative and innovative piece of work.

Throughout the task you are required to complete a digital process log at four key milestones, under supervised conditions.

The digital process log will capture your contribution to the development and rehearsal process.

You must demonstrate your personal contributions to artistic decisions made within the group context in response to:

- planning and interpretation of the stimulus
- development and realisation of creative ideas
- review and reflection of the workshop performance.

The log may include embedded digital photographs, video and audio files in one or more of the milestone entries.

Set Task

You must complete ALL activities within the set task.

You are required to complete two activities

Activity 1: Complete a digital process log in 4 milestone sessions

Activity 2: Performance

Activity 1: Complete a digital process log in 4 milestone sessions

Milestone 1: Planning and interpretation of stimulus:

You must plan and develop a group performance based on your interpretation of the stimulus. During this process you will need to consider:

- what form and style the performance will take
- who the target audience is
- how you will communicate your artistic aims and intentions
- what practical performance skills you and your company can apply to the performance piece
- time and resources.

You will be assessed on your individual contribution to the interpretation of the stimulus, planning and the generation of ideas.

You should spend 1 hour completing milestone 1 of your digital process log under supervised conditions or at the time scheduled by your teacher/tutor.

Milestones 2 and 3: Development of creative ideas (early and mid-stage review):

You must participate in practical activities to shape and develop the material, experimenting with forms and styles and applying performance skills in order to communicate your group's' creative intention.

During this process you will need to consider:

- the duration of the piece (10 to 20 minutes)
- performance skills of the group
- performance form and structure.

You will be assessed on your exploratory techniques, ideas for form and content, selection and development of performance skills, personal

managements and collaborative skills. You should spend 2 hours completing milestones 2 and 3 of your digital process log under supervised conditions or at the time scheduled by your teacher/tutor.

Milestone 4: Review and Reflection:

You will complete the final entry of your digital process log in which you will reflect on the effectiveness of the working process and workshop performance. This will include analysis of strengths, weaknesses and how the work could be developed as a fully resourced professional production.

You will need to consider the:

- feedback and response from your invited audience
- recording of the performance.

You will be assessed on your:

- reflection on personal management and collaborative skills and the impact of your own contribution and that of others
- ideas for further development of the performance.

You should spend 1 hour completing milestone 4 of your digital process log under supervised conditions or at the time scheduled by your teacher/tutor.

Total for Activity 1 = 42 marks

Activity 2: Performance

You must present your group workshop performance to an invited audience. You will perform as part of an ensemble, using relevant performance skills in order to communicate the creative intention.

Following the performance, you are advised to incorporate an audience feedback session using targeted questions to inform your evaluation.

You will be assessed on your individual performance skills, your interaction with other performers and communication of creative ideas.

Essential information

It is important to remember that this is a 'work in progress'.

Production elements of the work, for example costumes, lighting, and sound may still be undecided or unfinished. The crucial element of the performance is audience feedback, allowing you to gauge audience responses and receive constructive criticism in order to develop the work further.

The workshop performance must be filmed using natural lighting or a general lighting wash/cover. You may use music, sound-effects, props, costumes and basic staging as suited to a workshop presentation and to give an impression of the creative intention of the work.

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

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

It is anticipated that the recording of the performance plus discussion with the audience will take approximately 1 hour under supervised conditions.

Total for Activity 2 = 18 marks

END OF SET TASK

TOTAL FOR SET TASK = 60 MARKS

Set Task Information

Below is the stimulus you must use to create and develop your performance ideas:

Stimulus: Woodpecker and Weasel



Example of Digital Log Template

Milestone 1: Planning and interpretation of stimulus

Entry	Milestone Entry Date
Milestone 1	

Milestone 2: Development of creative ideas: early stage review

Entry	Milestone Entry Date
Milestone 2	

Milestone 3: Development of creative ideas: mid-stage review

Entry	Milestone Entry Date
Milestone 3	

Milestone 4: Review and reflection

Entry	Milestone Entry Date
Milestone 4	

I declare this digital process log has been produced independently by the learner and is an accurate and authentic reflection of their individual contribution to the group process and performance.

Signed: **Position:** **Date:**

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Unit 3: Group Performance Workshop – 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 judgement is required, the 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 in the grids identify the assessment focus/outcome being targeted. When using a levels-based marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's 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 3: Group Performance Workshop – marking grid 1

		Milestone 1 of the digital process log will be marked against the following marking grid:			
Level	0	1	2	4	
Mark	0	1-3	4-6	10-12	
AO1: Understand how to interpret and respond to stimulus for a group performance	No rewardable material.	<ul style="list-style-type: none"> Basic ability to interpret the stimulus material, demonstrating limited practical exploration and primary/secondary research. Creative ideas for performance are stated and show tentative relevance to the stimulus. Demonstrates limited contribution to the group's interpretation of stimulus and generation of ideas. 	<ul style="list-style-type: none"> Competent ability to interpret the stimulus material, demonstrating appropriate practical exploration and primary/secondary research. Creative ideas for performance are descriptive in detail and show general relevance to the stimulus. Demonstrates adequate contribution to the group's interpretation of stimulus and generation of ideas. 	<ul style="list-style-type: none"> Confident ability to interpret the stimulus material, demonstrating focused practical exploration and primary/secondary research. Creative ideas for performance are explained and show considered relevance to the stimulus. Demonstrates assured contribution to the group's interpretation of stimulus and generation of ideas. 	<ul style="list-style-type: none"> Accomplished ability to interpret the stimulus material, demonstrating fully engaged and sustained practical exploration and primary/secondary research. Creative ideas for performance are justified with perceptive relevance to the stimulus. Demonstrates authoritative and engaged contribution to the group's interpretation of stimulus and generation of ideas.

Unit 3: Group Performance Workshop – marking grid 2

		Milestones 2 and 3 of the digital process log will be marked against the following marking grid:			
Level	0	1	2	3	4
Mark	0	1-3	4-7	8-11	12-15
AO2 : Develop and realise creative ideas for a group performance in response to stimulus	No rewardable material.	<ul style="list-style-type: none"> Use of exploratory techniques demonstrates basic ability; material being generated is limited. Basic ideas for form and content of the performance are realised in relation to the creative intention. Tentative ability to use own and group performance skills to develop and refine ideas and materials. 	<ul style="list-style-type: none"> Use of exploratory techniques demonstrates sound ability; material being generated is appropriate. Appropriate ideas for form and content in relation to the creative intention of the performance are realised and partially explained. Relevant use of own and group performance skills to develop and refine ideas and materials. 	<ul style="list-style-type: none"> Use of exploratory techniques demonstrates effective ability; material being generated is considered, evidencing selectivity. Cohesive ideas for form and content in relation to the creative intention of the performance are realised and explained. Considered and proficient use of own and group performance skills to develop and refine ideas and materials. 	<ul style="list-style-type: none"> Use of exploratory techniques demonstrates an accomplished ability; material being generated evidences insight around selection of techniques used. Sophisticated ideas for form and content in relation to the creative intention of the performance are justified. Confident and justified use of own and group performance skills to develop and refine ideas and materials.

Unit 3: Group Performance Workshop – marking grid 3

Milestones 2 and 3 of the digital process log will be marked against the following marking grid :						
Level	4					
Mark	8-9					
AO3 Apply personal management and collaborative skills to a group performance workshop process	0	0	1	2	3	4
	0	1-3	4-5	6-7	8-9	
	No rewardable material.	<ul style="list-style-type: none"> Limited application of personal management. Inconsistent application of collaborative skills during the development process. Limited contribution to the group performance workshop. 	<ul style="list-style-type: none"> Appropriate application of personal management. Sound application of collaborative skills during the development process. Competent contribution to the group performance workshop. 	<ul style="list-style-type: none"> Consistent application of personal management. Focused application of collaborative skills during the development process. Confident and effective contribution to the group performance workshop. 	<ul style="list-style-type: none"> Sustained application of personal management. Sensitive and supportive application of collaborative skills during the development process. Engaged and accomplished contribution to the group performance workshop. 	

Unit 3: Group Performance Workshop – marking grid 4

Video of the workshop performance will be marked against the following marking grid :				
Level	0 1	2	3	4
Mark	1-4	5-9	10-14	15-18
AO4 Apply performance skills to communicate creative intentions during performance workshop	<ul style="list-style-type: none"> Individual performance demonstrates limited communication of creative ideas, meaning and style to an audience. Interactions, responses to, and relationships with other performers are unclear and inconsistent; contribution to the ensemble performance is tenuous. Performance skills and techniques are limited and not always appropriate to the creative intention. 	<ul style="list-style-type: none"> Individual performance demonstrates competent and clear communication of creative ideas, meaning and style to an audience. Interactions, responses to, and relationships with other performers are clear and coherent; contribution to the ensemble performance is valid. Performance skills and techniques are appropriate to the creative intention and applied in a secure and competent manner . 	<ul style="list-style-type: none"> Individual performance demonstrates focused communication of creative ideas, meaning and style to an audience. Interactions, responses to, and relationships with other performers are cohesive and consistent, contributing effectively to the ensemble performance. Performance skills and techniques are applied with confidence and consistency and are appropriate to the creative intention. 	<ul style="list-style-type: none"> Individual performance confidently and fluently communicates creative ideas, meaning and style to an audience. Interactions, responses to, and relationships with other performers show responsiveness and sensitivity contributing seamlessly to the ensemble performance. Performance skills and techniques are applied with consistent focus, engagement and strong technical command, and are entirely appropriate to the creative intention.
	No rewardable material.			

Unit 3: Group Performance Workshop – marking grid 5

Milestone 4 of the digital process log will be marked against the following marking grid :		
Level	3	
Mark	5-6	
AO5 Review and reflect on the effectiveness of the working process and the workshop performance	0	1
	0	1-2
	2	3-4
	3	5-6

No rewardable material.

- Basic judgements offered relating to impact of own and group contribution towards:
 - creative and performance skills
 - personal management and collaborative skills
 during the development process and performance.
- Provides superficial ideas for further development of the performance material.
- Identifies some strengths and weaknesses.

- Considered judgements offered relating to impact of own and group contribution towards:
 - creative and performance skills
 - personal management and collaborative skills
 during the development process and performance.
- Provides coherent, appropriate ideas for further development of the performance material.
- Evaluation is reasoned and pertinent.

- Perceptive, justified judgements offered relating to impact of own and group contribution towards:
 - creative and performance skills
 - personal management and collaborative skills
 during the development process and performance.
- Provides sophisticated, Creative ideas for further development of the performance material.
- Evaluation is insightful and thorough.

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