

Pearson BTEC Level 3 National in Performing Arts

Unit 7: Employment Opportunities
in Performing Arts

Sample Assessment Materials (SAMs)

For use with 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
<p>4th paragraph A paragraph has been added to explain informal supervision. This is to give teachers more framework for organising research and preparatory work.</p> <p>9th 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 7: Employment Opportunities in the Performing Arts

Part

S

Marks

Supervised hours

10

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 kept securely until the start of the 10-hour supervised assessment period.
- This booklet must be given to learners as soon as it is received, so that learners can start preparatory work in advance of the final supervised assessment period.
- This set task must be undertaken in a total of 10 hours in the period timetabled by Pearson.

Information

- The total mark for this paper is 60.



Paper reference

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Instructions to Teachers/Tutors

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

Centres must 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 4 weeks before learner outcomes need to be submitted. It is expected that learners spend up to 2 weeks carrying out preparatory work, prior to the 10 hours of supervised assessment.

The preparatory activities can be undertaken under informal supervision. Work can be brought in and out of the informally supervised environment, but these must be monitored so the learner's final submission can be authenticated.

The written response and digital promotional portfolio must be completed on a computer.

Written response:

The writing up of the response must be carried out under supervised conditions. At the end of the supervised period a PDF of the report must be made and stored securely until the time of submission with no further editing permitted.

Digital promotional portfolio:

- The digital promotional portfolio must be completed under supervised conditions.
- Teachers can support learners with resolving issues, but they must not guide the student with the content of the portfolio.

All learner work must be completed independently and 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
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

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 Word processed written response saved as a PDF (up to 2000 words),
- 2 Digital promotional portfolio.

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 in this booklet.

You will be given up to 2 weeks to carrying out preparatory work, prior to the 10 hours of supervised assessment.

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.

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. 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 Word processed written response saved as a PDF (up to 2000 words),
- 2 Digital promotional portfolio.

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

Set Task Brief

You have been asked to present a written response and digital promotional portfolio for the employment opportunity being offered by 'Gear-Up!', a performing arts organisation.

Details of the opportunity being offered, organisational profile, project outline and workshop requirements can be found at the end of this booklet under the section titled: 'Set Task Information'.

You are required to complete all the activities allowing you to demonstrate your knowledge and understanding of the organisation, the project and your suitability to join the organisation for the delivery of its workshops.

Set Task

You have been asked to present a promotional portfolio and report prepared in direct response to information provided in the organisational profile for 'Gear-Up!', project outline and workshop requirements.

You are required to complete all the activities allowing you to demonstrate your knowledge and understanding of the organisation and the project; and your suitability to join the organisation for the workshop activities.

You must complete ALL activities within the set task.

Activity 1: Written response

You will need to present a response that justifies your suitability to offer a workshop as part of 'Gear-Up's' current project.

This will involve your understanding of what constitutes the organisation and details of the skills and experience you can offer and how these will inform the workshop activities you are proposing.

During this activity you will need to demonstrate:

- understanding of the organisation
- understanding of the project requirements
- understanding of the workshop requirements
- ability to use subject-specific terminology.

Your response must also include:

- details of how your skills and experience are suitable for the organisation
- your suitability to join the organisation and take part in the project
- your ideas for the workshop with reference to the project requirements.

You will be assessed on your ability to demonstrate clear, effective and persuasive promotional intent.

You should spend approximately 2 hours completing your written response. This activity will be completed under supervised conditions.

Total for Activity 1 = 36 marks

Activity 2: Digital promotional portfolio

Prepare a digital promotional portfolio that provides evidence of your skills and experience, with extracts of practical work to support your application for a job role in 'Gear-Up'.

The skills and experience you select for inclusion in your self-promotional portfolio should be those best suited for the organisational profile, project and workshop.

During this process you must consider:

- the requirements of the organisation with reference to the project and how your experience and skills match this
- details of how your experience and skills match the project requirements
- how your skills can be applied for the workshop(s) you are proposing
- the best form of evidence to demonstrate your practical skills.

Your evidence will be in the form of a digital promotional portfolio that can include:

- video clips
- audio recordings
- photographs
- other supporting material showing relevant skills and experience (e.g. copies of letters, written documentation, promotional materials, certificates).

Time-based audio and visual materials included in the portfolio must not exceed 10 minutes in total.

You will be assessed on your ability to produce a digital portfolio that demonstrates your understanding of the organisational profile and project, and how your skills and experience match this.

You should spend approximately 8 hours completing your digital promotional portfolio. This activity will be completed under supervised conditions.

Total for Activity 2 = 24 marks

END OF TASK

TOTAL FOR TASK = 60 MARKS

Set Task Information

Below is the information on the employment opportunity being offered and details on the organisational profile, project and workshop for you to use when completing the written response and digital promotional portfolio.

'Gear-Up!': Employment Opportunity

We are currently seeking applications from like-minded individuals to join us as workshop leaders for our latest project.

You are required to demonstrate your understanding of our organisation and how you can contribute to the work we do and what you plan to deliver in the workshop, using relevant examples to justify your ideas and skills.

It is essential that you consider the age and profile of the group your workshop will target.

Organisational Profile

'Gear-Up!' is now in its 10th year of working in your region.

Each year we deliver a programme of creative performing arts projects to meet the needs of local communities.

We are a not-for-profit organisation and receive funding from a number of sources in the public and third sector.

We aim to improve the life chances and futures for the communities where we work. A current focus is community cohesion.

We are committed to producing creative and engaging work that is developed to address specific community needs and that will have a lasting effect.

Project Outline

Our latest project, '*Good Value*', uses the performing arts to explore, teach and raise awareness of British values in today's society.

An immersive, ensemble performance explores and communicates the themes and ideas around British values such as tolerance and democracy.

The work is engaging and thought provoking, suitable for a range of age groups, locations and situations. The work aims to develop enquiring minds and creative thinkers and encourage positive ideas, messages and concepts.

The project requires the collaboration and input of performing artists from a range of disciplines who feel they have what it takes to be a part of this opportunity.

Workshop Requirements

We aim to offer a workshop in addition to the performance outlined above. The aim will be to extend the understanding of the themes, ideas and concepts within the project. The workshop needs to be inclusive, fun and have clear objectives. We would like you to propose ideas for a workshop as part of your submission. We are looking for a talented individual to lead and develop this.

Unit 7: Employment Opportunities in the Performing Arts – 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 7: Employment Opportunities in the Performing Arts - marking grid 1

Level	0	1	2	3	4	5	6
Mark	0	1-6	7-12	13-18	19-24	25-30	31-36
		<p>Consideration of the organisation profile, project outline and workshop requirements is limited to a few superficial and descriptive references from the scenario.</p> <ul style="list-style-type: none"> Presents ideas in response to requirements that do not link directly to the stimulus material; proposals lack justification and demonstrate a limited understanding of the organisational purpose and structure. 	<p>Consideration of the organisation profile, project outline and workshop requirements demonstrate a basic understanding of parts of the scenario; treatment likely to be descriptive rather than interpretative.</p> <ul style="list-style-type: none"> Presents ideas in response to requirements, with occasional general links to the stimulus material; proposals are not always justified, but if present demonstrate a basic understanding of isolated elements of the organisational purpose and structure. 	<p>Consideration of the organisation profile, project outline and workshop requirements demonstrate a basic understanding of the scenario; treatment shows interpretation but is likely to be descriptive in places.</p> <ul style="list-style-type: none"> Presents ideas in response to requirements that generally link to the stimulus material, although the linkage is not sustained and/or consistent; proposals are not always justified, but when present demonstrate a basic understanding of the organisational purpose and structure. 	<p>Consideration of the organisation profile, project outline and workshop requirements demonstrate understanding of the scenario; evidences some analytical abilities through methodical interpretation of requirements in context.</p> <ul style="list-style-type: none"> Presents ideas in response to requirements that are clearly linked to the stimulus material; proposals are justified in context, demonstrating an understanding of the organisational purpose and structure. 	<p>Adopts an analytical approach to interpreting the necessary considerations of the organisation profile, project outline and workshop requirements which demonstrates a thorough understanding of the scenario.</p> <ul style="list-style-type: none"> Presents ideas in response to requirements that are clearly and consistently linked to the stimulus material; proposals are justified in context, demonstrating a thorough understanding of the organisational purpose and structure. 	<p>Adopts a comprehensive, in-depth analytical approach to interpreting the necessary considerations of the organisation profile, project outline and workshop requirements which demonstrates a thorough understanding of the scenario.</p> <ul style="list-style-type: none"> Presents ideas in response to requirements that are clearly and consistently linked to the stimulus material; proposals are justified in context, demonstrating a thorough understanding of the organisational purpose and structure.
	No rewardable material.						

Activity 1: Written understanding of organisation and workshop proposal

Unit 7: Employment Opportunities in the Performing Arts - Marking Grid 1 (Continued)

Activity 1: Written response: skills and techniques presented in portfolio and communication

Level	0	1	2	3	4	5	6
Mark	0	1	2	3	4	5	6
	<p>• Response attempts to articulate how skills and experience are relevant to the ideas presented, but promotional intent is limited; unlikely to engage the prospective employer.</p> <p>• Structure of response is inappropriate and communicated using limited or inaccurate subject-specific terminology.</p>	<p>• Response attempts to articulate how skills and experience are relevant to the ideas presented, but promotional intent is limited; unlikely to engage the prospective employer in isolated places.</p> <p>• Structure of response is simplistic and communicated using basic and partially accurate subject-specific terminology.</p>	<p>• Response attempts to articulate how skills and experience are relevant to the ideas presented, and there is evidence of promotional intent; likely to engage the prospective employer.</p> <p>• Structure of response is adequate and is communicated using appropriate and generally accurate subject-specific terminology.</p>	<p>• Response articulates how skills and experience are relevant to the ideas presented, demonstrating promotional intent; likely to engage the prospective employer.</p> <p>• Structure of response is cohesive and communicated through confident and accurate use of subject-specific terminology.</p>	<p>• Response articulates how skills and experience are relevant to the ideas presented, demonstrating clear promotional intent; likely to engage the prospective employer.</p> <p>• Structure of response is effective and communicated through assured and concise use of subject-specific terminology.</p>	<p>• Response confidently articulates how skills and experience are entirely relevant to the ideas presented, demonstrating clear, effective and persuasive promotional intent; likely to fully engage the prospective employer.</p> <p>• Structure of response is sophisticated and communicated through accomplished and comprehensive use of subject-specific terminology.</p>	
	No rewardable material.						

Unit 7: Employment Opportunities in the Performing Arts - Marking Grid 2

Activity 2: Digital promotional portfolio		2 7-12		3 13-18		4 19-24	
Level	0 1						
Mark	0 1-6						
	<ul style="list-style-type: none"> The portfolio presented evidences limited relevance to the organisation profile, project outline and workshop requirements. Portfolio materials are generic, demonstrating a limited understanding of principles relevant to showing promotional intent (selectivity and/or refinement). Portfolio evidence is likely to have limited consistency with ideas expressed in the written response. The message conveyed through the portfolio is unconvincing. 	<ul style="list-style-type: none"> The portfolio presented evidences adequate relevance to the organisation profile, project outline and workshop requirements Portfolio materials demonstrate an adequate understanding of principles relevant to showing promotional intent; may evidence selectivity and/or refinement. Portfolio is generally consistent with the ideas expressed in the written response, although may contain some lapses. Portfolio is generally consistent with the ideas expressed in the written response, although may contain some lapses. The message conveyed through the portfolio is generally sound but might lack persuasiveness in places. 	<ul style="list-style-type: none"> The portfolio presented evidences thorough relevance to the organisation profile, project outline and workshop requirements. Portfolio materials demonstrate an effective understanding of principles relevant to showing promotional intent; evidences analytical ability through selected and/or refined examples. Portfolio is consistent with the ideas expressed in the written response; any lapses are minor. The message conveyed through the portfolio is confident, portfolio shows elements of sophistication. 	<ul style="list-style-type: none"> The portfolio presented evidences insightful, sustained relevance to the organisation profile, project outline and workshop requirements. Portfolio materials demonstrate a thorough understanding of principles relevant to showing promotional intent and how best to realise those intentions; evidences critical analytical ability through selected, refined examples. Portfolio is entirely consistent with the ideas expressed in the written response. The message is confident, insightful and persuasive, conveyed through an accomplished and sophisticated portfolio. 			
	No rewardable material.						

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