

## GENERAL

Is the BTEC Tech Award in Performing Arts the same qualification as the BTEC First Award in Performing Arts?

No, these are different qualifications.

Is the BTEC Tech Award in Performing Arts included on the 2019 Performance measures for schools?

Yes, the course will count for schools in 2019 under the “technical award” heading.

What is the discount code for the new Tech Award, is it LB1 (Dance) or LC11 (all other pathways on the current BTEC First) and therefore will it clash with the Drama GCSE?

The discount code will be LC11. This is the same discount code for GCSE Drama; therefore, the two courses will discount each other.

Is there no Production pathway in the new Tech Award for Performing Arts from September 2017?

There is no production pathway within this qualification. We are waiting to hear from the DfE regarding the BTEC Firsts (which include the Production pathway) and their inclusion on the 2019 tables. We will then provide centres with guidance on opportunities to offer Production Arts in our qualifications.

Is there no Music Performance pathway in the new Tech Award for Performing Arts from September 2017?

There is no Music Performance pathway within this qualification. The BTEC Firsts in Music are included in the performance tables for 2019.

With this new qualification can the students just specialise in Dance, like with the previous Level 2 BTECs in Performing Arts?

Yes, they can. The first issue of the Tech Award specification stated that students had to demonstrate knowledge and understanding of existing repertoire in acting, dance and musical theatre. This has now been amended to focus on performance styles, rather than disciplines (and Issue 2 of the specification is now available on the Pearson qualifications website).

Can students take this qualification twice and complete each in different pathways?

Students will not be able to do the qualification more than once and there are no listed pathways

## What support materials are available for the Tech Award?

The following materials are currently available on the Pearson qualifications website:

- Authorised Assignment Brief for Component 2
- One and two year Course planners
- Schemes of Work for Dance and Musical Theatre
- Mapping document from First Award to Tech Award

More materials will be released in July (AAB for Component 1, SOWs for Acting) plus Sample Marked Learner Work for Components 1 and 2 will be released in the autumn term.

There are also Teaching Packs available via the Pearson Schools website. You don't need to purchase these resources to deliver this qualification.

## COMPONENT ONE

### Are students assessed in all three listed disciplines (acting, dance, musical theatre)?

We have made a minor amendment to Component 1, Learning Aim A; students can now focus on one discipline or more than one of the disciplines. The assessment criteria now refer to 'performance styles' rather than 'performance disciplines'.

Issue 2 of the specification is now available on the Pearson qualifications website.

### How can I teach students all three disciplines if I am specialised in dance only?

There is no requirement for you to teach more than one discipline; please see answer above.

### What does 'interrelationships between processes, skills and approaches used by practitioners' mean? What evidence should students provide for Learning Aim B?

This learning aim focuses on the journey that a play, a dance, or a musical takes from the initial ideas to the performance to an audience, and how the different elements, or constituent features, interact and work together to produce the final piece. For instance, a director like Stephen Berkoff has a different approach and set of methodologies when creating performance material if compared to Konstantin Stanislavski; a choreographer like Pina Bausch developed dance

works from source material that was very different to Matthew Bourne or Kate Prince. The students will practically explore different ways in which performance material can be generated and developed through a variety of approaches (used by selected practitioners). The students will then present their findings in a presentation (which could include live or recorded practical demonstrations), or a written report/article (which could include embedded recordings of practical workshops/clips of practitioner performance material). The presentation or written document could also be linked to performance material being used in Component 2.

## **COMPONENT TWO**

What is the maximum performance length for Component 2?

There is no maximum performance length for this Component. The workshop performance should last at least two minutes.

## **COMPONENT THREE**

How long is the performance for Component 3?

10 – 15 minutes. There is no requirement for students to perform continuously for 10 - 15 minutes, for example, students can perform in solos, duos or groups, taking it in turns to take the lead.

When will the task for Component 3 be released?

The first task will be released in Jan/Feb 2019 (exact date to be confirmed in 2018)

How long do students have to prepare for the task? It may be difficult for us to provide 48 Guided Learning Hours from January until May due to other exam commitments, etc

There are 48 guided learning hours for Component 3. At least half this time should be spent teaching the students the content of the Component. This time, prior to the task release, needs to focus on the skills and techniques required for the Component and undertaking at least one mock assessment.

Once the task is released, the remaining hours are divided between the development process, the recording of the performance, the preparation and completion of the written documentation (the hours per task are indicated in the Sample Assessment Materials, which can be downloaded from the website).

Does the work for component 3 have to be devised from scratch or can learners develop an "original piece" using existing material?

Yes, learners can use existing, songs, extracts from scripts and/or choreographic material provided it is developed and shaped to create a new version of the work.

Can we complete a full performance for Component 3 or do we have to do a workshop?

Learners must adhere to the requirements of the task. We have set the minimum requirements of a workshop performance to ensure that students focus on their performance skills. Learners need to submit a simple workshop (i.e. no production elements such as set, costume etc) performance for assessment. Learners could also do a non-assessed full scale production of the work if they wish.

Can the invited audience for the ext assessment be drawn from anyone – does it have to be the actual targeted audience stated in the task?

It is okay if the audience is not the actual targeted audience stated in the task. For instance, the work could be aimed at primary school children but the work is performed to a group of sixth form students.

Can we complete Component 3 in the first year?

The first assessment availability for Component 3 is May/June 2019, so any students starting the course in September 2017 would only be able to complete Component 3 in year 11.

Any students starting the course from September 2018 onwards would be available to complete Component 3 in the first year if you choose to - however Component 3 is a synoptic task and builds directly on Components 1 and 2 - we recommend that Component 3 is completed towards the end of the course.

Can students retake Component 3, if so when?

As with the current BTEC First Unit 1, students will be able to re-sit Component 3 but will only be able to do so in the following year with a new set task.