



Marking Grids

BTEC Level 1 / Level 2 Tech Award In Performing Arts

First teach September 2022

Component 3 (external): Responding to a Brief

Component 3: Responding to a Brief

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 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, 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.
- The mark awarded within the band will be decided based on the quality of the response in relation 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.

Activity 1: Ideas log				
0 marks	1–3 marks	4–7 marks	8–11 marks	12–15 marks
No rewardable material	<ul style="list-style-type: none"> • Ideas demonstrate limited consideration of the requirements of the brief. • Limited exploration of ideas and use of influences in response to the brief. • Limited contribution of individual ideas within a group. • Limited planning and management of resources in response to the requirements of the brief. 	<ul style="list-style-type: none"> • Ideas demonstrate adequate consideration of the requirements of the brief. • Adequate exploration of ideas and use of influences in response to the brief. • Adequate contribution of individual ideas within a group. • Adequate planning and management of resources in response to the requirements of the brief. 	<ul style="list-style-type: none"> • Ideas demonstrate competent consideration of the requirements of the brief. • Competent exploration of ideas and use of influences in response to the brief. • Competent contribution of individual ideas within a group. • Competent planning and management of resources in response to the requirements of the brief. 	<ul style="list-style-type: none"> • Ideas demonstrate effective consideration of the requirements of the brief. • Effective exploration of ideas and use of influences in response to the brief. • Effective contribution of individual ideas within a group. • Effective ability when planning and management of resources in response to the requirements of the brief.

Activity 2: Skills log				
0 marks	1–3 marks	4–7 marks	8–11 marks	12–15 marks
No rewardable material	<ul style="list-style-type: none"> • Makes superficial connections between the selected skills and techniques and the brief. • Limited consideration to practical adaptation and development of skills. • Limited use of the influence of others to develop skills and techniques. • Limited contribution to the rehearsal/development process. 	<ul style="list-style-type: none"> • Makes partially relevant connections between the selected skills and techniques and the brief. • Partial consideration to practical adaptation and development of skills. • Adequate use of the influence of others to develop skills and techniques. • Adequate contribution to the rehearsal/development process. 	<ul style="list-style-type: none"> • Makes clear and relevant connections between the selected skills and techniques and the brief. • Clear and relevant consideration to practical adaptation and development of skills. • Competent use of the influence of others to develop skills and techniques. • Competent contribution to the rehearsal/development process. 	<ul style="list-style-type: none"> • Makes perceptive and secure connections between the selected skills and techniques and the brief. • Effective consideration to practical adaptation and development of skills. • Effective use of the influence of others to develop skills and techniques. • Effective contribution to the rehearsal/development process.

Activity 3: Workshop performance				
0 marks	1–4 marks	5–9 marks	10–14 marks	15–18 marks
No rewardable material	<ul style="list-style-type: none"> Limited delivery and communication of ideas. Limited and tentative use of performing or production arts working practices in performance / presentation Limited application of performance or design skills and techniques. 	<ul style="list-style-type: none"> Appropriate delivery and communication of ideas. Adequate and partially disciplined use of working practices in performance / presentation. Adequate application of performance or design skills and techniques. 	<ul style="list-style-type: none"> Effective delivery and communication of ideas. Competent and positive use of working practices in performance / presentation Effective application of performance or design skills and techniques. 	<ul style="list-style-type: none"> Confident delivery and communication of ideas. Effective and confident use of working practices in performance / presentation. Fluent application of performance or design skills and techniques.

Activity 4: Evaluation report				
0 marks	1–3 marks	4-6 marks	7-9 marks	10-12 marks
No rewardable material	<ul style="list-style-type: none"> Limited evaluation of individual contribution to ideas, development and outcome. Limited and imbalanced evaluation of the group development process and outcome, with tentative links to the brief. Provides generic ideas relating to strengths and further development. 	<ul style="list-style-type: none"> Adequate evaluation of individual contribution to ideas, development and outcome. Adequate and partially balanced evaluation of the group development process and outcome, with basic links to the brief. Provides sound ideas relating to strengths and further development. 	<ul style="list-style-type: none"> Competent evaluation of individual contribution to ideas, development and outcome. Effective and generally balanced evaluation of the group development process and outcome, with clear links to the brief. Provides effective ideas relating to strengths and further development. 	<ul style="list-style-type: none"> Assured evaluation of individual contribution to ideas, development and outcome. Fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief. Provides perceptive ideas relating to strengths and further development.