



Marking Grids

BTEC Level 1 / Level 2 Tech Award in Performing Arts

First teach September 2022

Component 1 (internal): Exploring the Performing Arts

Component 2 (internal): Developing Skills and Techniques in Performing Arts

Assessing the Pearson Set Assignments

Marking Grid Component 1	3
Marking Grid Component 2	7

Assessment decisions for each learner’s response to the Pearson Set Assignment (PSA) for each internally assessed component must be made using the relevant marking grids below.

Marking grids for the internal components have also been built into the Assessment Tracker Tool which can be downloaded from the Teaching and Learning Materials section of the BTEC Tech Awards in Performing Arts (2022) qualifications pages. This Assessment Tracker will help you collect marks for the class, streamline management of records, and allows you to export the Assessment Record forms for sampled learners for moderation.

Before making assessment decisions, you should use the guidance on using the marking grids provided in the Tech Award Specification **Section 5: Non-exam internal assessment**.

You can also watch this [short video guide](#) to applying Mark Schemes for Internal Assessments in BTEC Tech Awards from 2022.

A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification.

Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome A: Investigate how professional performance or production work is created				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> Limited understanding of performance informed through superficial investigation of stylistic qualities, features and influences and how they contribute to the creative intentions. References to arbitrary examples from the professional work that relate to the theme. 	<ul style="list-style-type: none"> Adequate understanding of performance informed through adequate investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. References to some relevant examples from the professional work that relate to the theme. 	<ul style="list-style-type: none"> Good understanding of performance informed through competent investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. References to mostly relevant examples from the professional work that relate to the theme. 	<ul style="list-style-type: none"> In-depth understanding of performance informed through thorough investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. References to pertinent examples from the professional work that relate to the theme.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome A: Investigate how professional performance or production work is created				
0 marks	1 - 3 marks	4 - 6 marks	7 - 9 marks	10 - 12 marks
No rewardable material	<ul style="list-style-type: none"> • Basic understanding of the professionals' contribution to the performance through limited assessment of roles, responsibilities in line with intentions. • Limited consideration of the fundamental skills that contribute to the work. 	<ul style="list-style-type: none"> • Adequate understanding of the professionals' contribution to the performance through partial assessment of roles, responsibilities in line with intentions. • Sufficient consideration of some of the fundamental skills that contribute to the work. 	<ul style="list-style-type: none"> • Good understanding of the professionals' contribution to the performance through clear assessment of roles, responsibilities in line with intentions. • Good consideration of most of the fundamental skills that contribute to the work. 	<ul style="list-style-type: none"> • In-depth understanding of the professionals' contribution to the performance through detailed assessment of roles, responsibilities in line with intentions. • In-depth and thorough consideration of the fundamental skills that contribute to the work.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work				
0 marks	1 - 3 marks	4 - 6 marks	7 - 9 marks	10 - 12 marks
No rewardable material	<ul style="list-style-type: none"> • Basic understanding of the approaches taken by professionals to generate ideas for performance material. • Response shows limited consideration of examples from professional work. 	<ul style="list-style-type: none"> • Adequate understanding of the approaches taken by professionals to generate ideas for performance material. • Response is informed through sufficient consideration of partially relevant examples from professional work. 	<ul style="list-style-type: none"> • Good understanding of the approaches taken by professionals to generate ideas for performance material. • Response is informed through competent consideration of relevant examples from professional work. 	<ul style="list-style-type: none"> • Effective understanding of the approaches taken by professionals to generate ideas for performance material. • Response is informed through thorough consideration of pertinent examples from professional work.
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work				
0 marks	1 - 3 marks	4 - 6 marks	7 - 9 marks	10 - 12 marks
No rewardable material	<ul style="list-style-type: none"> • Basic understanding of the processes used in the development and rehearsal of professional works. • Response shows a limited practical exploration of processes. 	<ul style="list-style-type: none"> • Adequate understanding of the processes used in the development and rehearsal of professional works. • Response is informed through adequate practical exploration of processes. 	<ul style="list-style-type: none"> • Good understanding of the processes used in the development and rehearsal of professional works. • Response is informed through a competent practical exploration of processes. 	<ul style="list-style-type: none"> • Effective understanding of the processes used in the development and rehearsal of professional works. • Response is informed through an effective practical exploration of processes.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> • Basic understanding of the techniques used in the performance/production process. • Response shows limited consideration of examples from professional works. 	<ul style="list-style-type: none"> • Adequate understanding of the techniques used in the performance/production process. • Response is informed through adequate consideration of examples from professional works. 	<ul style="list-style-type: none"> • Good understanding of the techniques used in the performance/production process. • Response is informed through competent consideration of relevant examples from professional works. 	<ul style="list-style-type: none"> • Effective understanding of the techniques used in the performance/production process. • Response is informed through thorough consideration of pertinent examples from professional works.

Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome A: Use rehearsal or production/design processes				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> Limited application of technical and performance/ design skills during the rehearsal process. Tentative and limited approach to the preparation of skills and techniques for performance/pitch that relate to the theme. 	<ul style="list-style-type: none"> Adequate application of technical and performance/ design skills during the rehearsal process. Adequate and partially disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme. 	<ul style="list-style-type: none"> Competent application of technical and performance/ design skills during the rehearsal process. Competent and mostly disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme. 	<ul style="list-style-type: none"> Effective application of technical and performance/ design skills during the rehearsal process. Confident and disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome B: Apply skills and techniques in performance or realisation				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> Limited demonstration of technical performance/production skills during performance/pitch. 	<ul style="list-style-type: none"> Adequate demonstration of technical performance/production skills during performance/pitch. 	<ul style="list-style-type: none"> Competent demonstration of technical performance/production skills during performance/pitch. 	<ul style="list-style-type: none"> Effective demonstration of technical performance/production skills during performance/pitch.
Learning outcome B: Apply skills and techniques in performance or realisation				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> Limited use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch. Basic and tentative application of interpretative skills during performance/pitch. 	<ul style="list-style-type: none"> Adequate use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch. Adequate application of interpretative skills during performance/pitch. 	<ul style="list-style-type: none"> Competent use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch. Competent application of interpretative skills during performance/pitch. 	<ul style="list-style-type: none"> Effective use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch. Insightful and confident application of interpretative skills during performance/pitch.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome C: Review own development and application of performance or design skills				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> • Basic review of the development of skills and techniques. • Tentative use of review and target setting to enable limited development. 	<ul style="list-style-type: none"> • Adequate review of the development of skills and techniques. • Adequate use of review and target setting to enable some development. 	<ul style="list-style-type: none"> • Appropriate review of the development of skills and techniques. • Competent use of review and target setting to enable development. 	<ul style="list-style-type: none"> • In-depth review of the development of skills and techniques. • Effective use of review and target setting to drive forward own development.
Learning outcome C: Review own development and application of performance or design skills				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> • Basic review of the application of skills and techniques in performance or realisation. • Actions and targets to improve are limited and superficial. 	<ul style="list-style-type: none"> • Straightforward review of the application of skills and techniques in performance or realisation. • Actions and targets to improve show some consideration and are partially relevant. 	<ul style="list-style-type: none"> • Appropriate review of the application of skills and techniques in performance or realisation. • Actions and targets to improve are clearly considered and relevant. 	<ul style="list-style-type: none"> • In-depth review of the application of skills and techniques in performance or realisation. • Actions and targets to improve are thoroughly considered and pertinent.