



Key Skills – GCE Performance Studies

This Appendix offers detailed guidance on the Key Skills evidence that a candidate might produce during their programme of study. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing work for assessment as evidence of C3.2 (Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.) a candidate is required to:

- select and read material that contains the information you need;
- identify accurately, and compare, the lines of reasoning and main points from text and images; and
- synthesise the key information in a form that is relevant to your purpose.

The Key Skills and Evidence Requirements below are quoted from Part B of the QCA Key Skills specifications and, as such, are addressed to the candidate. The text below the Evidence Requirements is guidance for teachers about how the specifications might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications for use in programmes starting from September 2000.

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

C3 Communication Level 3

C3.1a Contribute to a group discussion about a complex subject.

Evidence Requirements

- (i) Make clear and relevant contributions in a way that suits your purpose and situation.
- (ii) Listen and respond sensitively to others, and develop points and ideas.
- (iii) Create opportunities for others to contribute when appropriate.

Possible opportunities

Performance Studies is concerned with a variety of forms of communication. These include verbal, physical and musical.

Unit 2559

Candidates could work in groups to discuss the issues involved in devising a Community Performance Project.

Unit 2561

Candidates could work in groups on the devising of an ensemble performance.

C3.1b *Make a presentation about a complex subject, using at least one image to illustrate complex points.*

Evidence Requirements

- (i) Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation.
- (ii) Structure what you say so that the sequence of information and ideas may be easily followed.
- (iii) Use a range of techniques to engage the audience, including effective use of images.

Possible opportunities

Unit 2559

Candidates could give a presentation about their Community Performance Project.

C3.2 *Read and synthesise information from two extended documents that deal with a complex subject. One of these documents should include at least one image.*

Evidence Requirements

- (i) Select and read material that contains the information you need.
- (ii) Identify accurately, and compare, the lines of reasoning and main points from texts and images.
- (iii) Synthesise the key information in a form that is relevant to your purpose.

Possible opportunities

Candidates could analyse standard pieces of repertoire and synthesise ideas from them. They could communicate their understanding in written form.

Unit 2557

Candidates may have to interpret complex performance information from the reading of a music score, stage directions or dance notation.

Unit 2560

In *Contextual Studies 2* candidates can communicate the extent of their understanding of performance material having read a variety of sources.

C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.

Evidence Requirements

- (i) Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- (ii) Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- (iii) Ensure your text is legible and your spelling, grammar and punctuation are accurate so your meaning is clear.

Possible opportunities

Candidates could achieve this through their written commentary on the four short practical pieces devised for Unit 2556 and the Community Performance Project for Unit 2559.

WO3 Working with Others Level 3

You must:

Provide at least one substantial example of meeting the standard for WO3.1, WO3.2 and WO3.3 (you must show you can work in both one-to-one and group situations)

WO3.1 Plan complex work with others, agreeing objectives, responsibilities and working arrangements.

Evidence requirements

- (i) Agree realistic objectives for working together and what needs to be done to achieve them.
- (ii) Exchange information, based on appropriate evidence, to help agree responsibilities.
- (iii) Agree suitable working arrangements with those involved.

Possible opportunities

The specification contains many opportunities for candidates to work in groups in the devising or interpretation of performance material.

Units 2556, 2558, 2559 and 2561

Candidates could achieve WO3.1 through the devised work for Units 2556, 2559 and 2561 or through the interpretation of a text if they choose to work in groups in Unit 2558.

WO3.2 Seek to establish and maintain co-operative working relationships over an extended period of time agreeing changes to achieve agreed objectives.

Evidence requirements

- (i) Organise and carry out tasks so you can be effective and efficient in meeting your responsibilities and produce the quality of work required.
- (ii) Seek to establish and maintain co-operative working relationships, agreeing ways to overcome any difficulties.
- (iii) Exchange accurate information progress of work, agreeing changes where necessary to achieve objectives.

Possible opportunities

If candidates have assimilated the performance process of Improvising – Rehearsing – Performing they will have to demonstrate a strong ability to organise work schedules and to work to deadlines. This will only be possible in the context of good working relationships with others.

Unit 2559

In the Community Performance Project, candidates work as a company to devise a performance in the community. This enables them to produce evidence for WO3.2.

WO3.3 Review work with others and agree ways of improving collaborative work in future.

Evidence requirements

- (i) Agree the extent to which work with others has been successful and the objectives have been met.
- (ii) Identify factors that have influenced the outcome.
- (iii) Agree ways of improving work with others in the future.

Possible opportunities

In performance work, the success of the working process may be evaluated through both rehearsal and final performance.

Unit 2559

The success of the performance project should be evaluated in the written commentary.

LP3 Improving Own Learning and Performance Level 3

You must:

Provide at least one substantial example of meeting the standard for LP3.1, LP3.2 and LP3.3.

LP3.1 Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.

Evidence requirements

- (i) Seek information on ways to achieve what you want to do, and identify factors that might affect your plans.
- (ii) Use this information to agree realistic targets with appropriate people.
- (iii) Plan how you will effectively manage your time and use of support to meet targets, including alternative action for overcoming possible difficulties.

Possible opportunities

In developing practical skills, candidates need to agree targets with their teachers and to agree a rehearsal schedule.

Unit 2556

In *The Language of Performing Arts* candidates need to agree with their teachers targets for developing practical skills.

LP3.2 Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets.

Improve your performance by:

- studying a complex subject;
- learning through a complex practical activity;
- further study or practical activity that involves independent learning.

Evidence requirements

- (i) Manage your time effectively to complete tasks, revising your plan as necessary.
- (ii) Seek and actively use feedback and support from relevant sources to help you meet your targets.
- (iii) Select and use different ways of learning to improve your performance, adapting approaches to meet new demands.

Possible opportunities

As candidates work towards improving their performance skills they need to refer to their action plan and receive feedback from their teachers and from other candidates.

Unit 2556

As skills are acquired, candidates constantly review their progress in the light of feedback from teachers and from their peers.

LP3.3 Review progress on two occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands.

Evidence requirements

- (i) Provide information on the quality of your learning and performance, including factors that have affected the outcome.
- (ii) Identify targets you have met, seeking information from relevant sources to establish evidence of your achievements.
- (iii) Exchange views with appropriate people to agree ways to further improve your performance.

Possible opportunities

In Unit 2556 and Unit 2559, candidates develop their theoretical understanding of the subject and also their practical skills in the light of this understanding.

Unit 2556

Candidates should reflect on their skills development and the emerging links between the performing arts.

Unit 2559

Candidates should identify the success of their performance work and consider how its quality might be further improved.

PS3 Problem Solving Level 3

You must:

Provide at least one substantial example of meeting the standard for PS3.1, PS3.2 and PS3.3.

PS3.1 Explore a complex problem, come up with three options for solving it and justify the option selected for taking forward.

Evidence requirements

- (i) Explore the problem, accurately analysing its features and agree with others on how to show success in solving it.
- (ii) Select and use a variety of methods to come up with different ways of tackling the problem.
- (iii) Compare the main features of each possible option, including risk factors, and justify the option you select to take forward.

Possible opportunities

When devising work for the Community Performance Project, candidates will need to take account of the various problems generated by the content of the performance and the intended venue.

Unit 2559

A piece intended for a restricted space, or for outdoor performance or for a particular audience could generate problems, the solving of which could generate evidence for PS3.1.

PS3.2 Plan and implement at least one option for solving the problem, review progress and revise your approach as necessary.

Evidence requirements

- (i) Plan how to carry out your chosen option and obtain agreement to go ahead from an appropriate person.
- (ii) Implement your plan, effectively using support and feedback from others.
- (iii) Review progress towards solving the problem revise your approach as necessary.

Possible opportunities

When devising material for Unit 2559, Community Performance Project, candidates will need to compare the various options open to them and estimate which is likely to be most appropriate for the particular situation.

Unit 2559

If the piece is intended for outdoor performance, contingency plans for delivery could be considered. In addition, options based on cost or availability could also be discussed.

PS3.3 Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving.

Evidence requirements

- (i) Agree, with an appropriate person, methods to check if the problem has been solved.
- (ii) Apply these methods accurately, draw conclusions and fully describe the results.
- (iii) Review your approach to problem solving, including whether alternative methods and options might have proved more effective.

Possible opportunities

In working towards a piece of devised performance, candidates could keep a working diary of how the work is progressing, for example in Units 2559 and 2561.

Unit 2561

The ensemble performance work should be monitored to check its development from the chosen commission.