

NQF BTEC Level 1/Level 2 First in Performing Arts

Unit 1: Individual Showcase

Mark scheme

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

Best Fit

Markers should initially consider which level is most suited to the learner's performance. Having decided the appropriate level, markers should then consider what mark to award by looking at the adjacent level descriptors.

Letter of application

| Band | Marks | Descriptor |
|------|---------|---|
| 0 | 0 | No rewardable material |
| 1 | 1-3 | <p>The letter demonstrates basic and limited understanding of the demands of the progression opportunity and links in part to their own knowledge, skills and experience but is likely to show an inconsistent approach.</p> <p>There is limited structure to the letter with limited consideration given to use of language and tone for audience and purpose.</p> |
| 2 | 4-6 | <p>The letter demonstrates an adequate understanding of the demands of the progression opportunity and shows linking of their own knowledge, skills and experience.</p> <p>Organisation of the letter shows awareness of structure and a generally adequate use of language and tone for audience and purpose.</p> |
| 3 | 7-9 | <p>The letter demonstrates a detailed understanding of the selected progression opportunity and shows linking of their own knowledge, skills and experience.</p> <p>The letter is well organised, and shows effective use of language and tone for audience and purpose.</p> |
| 4 | 10 - 12 | <p>The letter demonstrates coherent and insightful understanding of the selected progression opportunity and shows linking of their knowledge, skills and experience.</p> <p>The letter demonstrates clarity and an effective and fluent use of structure, language and tone for audience and purpose.</p> |

Performance

Grid A – Communication and Technical Skills

| Band | Marks | Descriptors |
|------|-------|---|
| 0 | 0 | No rewardable material |
| 1 | 1-3 | <p>There is limited demonstration of appropriate skills and techniques.</p> <p>Limited expression or communication of ideas and intentions.</p> |
| 2 | 4-6 | <p>There is an adequate demonstration of appropriate skills and techniques, with only occasional lapses in control.</p> <p>Expresses and communicates some simple ideas and intentions, but these may lack clarity.</p> |
| 3 | 7-9 | <p>There is a sustained demonstration of appropriate skills and techniques.</p> <p>Expresses and communicates some effective ideas and intentions.</p> |
| 4 | 10-12 | <p>There is a sustained and effective demonstration of appropriate skills and techniques throughout.</p> <p>Ideas and intentions are clearly expressed and communicated throughout.</p> |
| 5 | 13-15 | <p>There is an assured and fluent demonstration of appropriate skills and techniques throughout.</p> <p>Ideas and intentions are fluently and confidently expressed and communicated throughout.</p> |

Performance

Grid B – Application to the Progression Opportunity

| Band | Marks | Descriptors |
|------|-------|---|
| 0 | 0 | No rewardable material |
| 1 | 1-3 | <p>The material demonstrates a limited response to the requirements of the selected progression opportunity as identified in the letter.</p> <p>Material selected will be superficial or generic, but some link to the progression opportunity can be discerned.</p> |
| 2 | 4-6 | <p>The material demonstrates an adequate response to the requirements of the selected progression opportunity as identified in the letter.</p> <p>Some material selected will be appropriate for the progression opportunity, and there is at least an implicit link to the scenario.</p> |
| 3 | 7-9 | <p>The material demonstrates a considered response to the requirements of the selected progression opportunity as identified in the letter.</p> <p>Most material selected will be appropriate for the progression opportunity, and there is at least an attempt to make an explicit link to the scenario described.</p> |
| 4 | 10-12 | <p>The material demonstrates an imaginative response to the requirements of the selected progression opportunity as identified in the letter.</p> <p>Material selected will be appropriate for the progression opportunity, and links to the scenario will be clear for most of the time.</p> |
| 5 | 13-15 | <p>The material demonstrates a highly imaginative and perceptive response to the requirements of the selected progression opportunity as identified in the letter.</p> <p>Material selected will be fully appropriate for the progression opportunity, and connections to the scenario will be clear throughout.</p> |