

Pearson BTEC Level 3 Nationals Certificate

Performing Arts

Unit 1: Investigating Practitioners' Work

Part S

Window for supervised period:

Wednesday 10 January 2018 – Tuesday 16 January 2018

Supervised hours: 3 hours

Paper Reference

31555H

You do not need any other materials.

Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- This booklet must be given to learners as soon as it is received, so that learners can start their research in advance of the final supervised assessment period.
- This set task must be undertaken during the assessment period of 3 hours timetabled by Pearson.
- This booklet should not be returned to Pearson.

Information

- The total mark for this paper is 60.

Turn over ►

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Instructions to Teachers/Tutors

The set task will be released five weeks before the learner outcomes need to be submitted. During this period all learners must work independently. It is expected that learners spend four weeks carrying out research and preparatory work, prior to the three hours of supervised assessment, which should take place in week five of the timetabled period.

Learners must complete the activity as a word processed document. Word processed documents must be printed out and submitted to Pearson.

All learner work must be completed independently before being authenticated and submitted to Pearson by the teacher/tutor and/or invigilator.

Centres are free to arrange the supervised assessment period how they wish provided the three hours for producing final outcomes are under the level of supervision specified, and in accordance with the conduct procedures.

Learners must not bring anything into the supervised environment or take anything out without teacher/tutor and/or invigilator knowledge and approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security

- During the supervised assessment period, the assessment areas must only be accessible to the individual learners and to named members of staff.
- Learners may bring their own notes into the supervised assessment period. The information can contain brief bullet points or mind maps of ideas to be covered but must not include fully-formed sentences or phrases that could be used directly in their response. The notes must not exceed four sides of A4. These must be hard copies and can be either handwritten or word processed.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept securely.
- Only permitted materials for the set task can be brought into the supervised environment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learner notes related to the task must be checked to ensure length and/or contents meet limitations.
- Learner notes must be retained securely by the centre after the supervised assessment period and may be requested by Pearson if there is suspected malpractice.
- Any materials being used by learners must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.
- Learners are not permitted to have access to the internet or other resources, except their own notes, during the supervised assessment period.

After the session the teacher/tutor will confirm that all learner work has been completed independently as part of the authentication submitted to Pearson.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly so that learners have completed their preparation validly and independently.

Outcomes for submission

- 1 A piece of extended writing (up to 2000 words).
- 2 An individual bibliography:
 - prepared in advance of the supervised assessment
 - listing personal research sources
 - in a consistent and appropriate format.

These documents must be word processed. Word processed documents must be printed out and submitted to Pearson.

It is essential that learner evidence is referenced correctly and submitted: please refer to the Administrative Support Guide for this unit for instructions on how to do this.

Each learner must complete an authentication sheet.

Any prepared research notes do not need to be submitted to Pearson.

The work must be submitted no later than Friday 19 January 2018.

Instructions for Learners

Read the set task information carefully.

This contains all the information you need to complete the activity within the set task.

Plan your time carefully to allow for the preparation and completion of the activity.

You will complete the activity within the set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and must not share your work with other learners.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on how to complete the task.

This task must be completed under supervision in timetabled sessions provided by your centre.

Outcomes for submission

You will need to submit the following:

- 1 A piece of extended writing (up to 2000 words).
- 2 An individual bibliography:
 - prepared in advance of the supervised assessment
 - listing personal research sources
 - in a consistent and appropriate format.

These documents must be word processed. Word processed documents must be printed and submitted to Pearson.

You must complete a declaration that the work you submit is your own.

Any prepared research notes do not need to be submitted with the final outcomes to Pearson.

Set Task Brief

Your local authority is organising a week of performances exploring the theme of 'Breaking the Mould'. The organisers would like to include a diverse range of performance repertoire that explores 'Breaking the Mould' in all its many forms.

You have been asked to investigate contextual influences and critically analyse the work of TWO performing arts practitioners who have created work that fits the theme of 'Breaking the Mould'. You should choose one practitioner from the list provided under Set Task Information and a second practitioner either of your own choice or also taken from the list provided under Set Task Information.

A practitioner should be an individual or company and have international recognition and an established reputation and presence.

The local authority would like you to explore the theme of 'Breaking the Mould' and justify the inclusion of the work of your two chosen practitioners in relation to the theme.

During the investigation of your selected practitioners' work, you will need to:

- research the contextual influences on both your chosen practitioners' work using a range of relevant sources
- research the theme 'Breaking the Mould'
- identify relevant information related to your chosen practitioners' work and consider how their work fits the theme of 'Breaking the Mould'
- select and organise information
- reference and document your research in the form of a bibliography
- produce up to four sides of A4 notes to bring into the supervised assessment period.

Any prepared notes do not need to be submitted with the final outcomes to Pearson.

Set Task

You must complete the following task.

Submit your findings and recommendations on practitioners whose work fits the theme of 'Breaking the Mould' to the local authority as a piece of extended writing (up to 2000 words).

Activity 1: Produce a piece of extended writing.

Your piece of extended writing should be structured and include:

- research on both practitioners
- contextual factors that have influenced and informed the work of your chosen practitioners
- critical analysis of the work of both practitioners in relation to the theme of 'Breaking the Mould'
- critical analysis of at least one scene/dance number/selection of repertoire from a piece of work by each of your chosen practitioners
- clear examples to support your findings, judgements and conclusions.

You must include your referencing and citations of sources used in a separate bibliography.

You will be assessed on your knowledge and understanding of the contextual factors that have influenced the practitioners' work and creative intentions, your ability to critically analyse their work and the connections you make to the theme through communication of independent judgements.

You should spend three hours completing your piece of extended writing under supervised conditions.

(Total for Activity 1 = 60 marks)

TOTAL FOR TASK = 60 MARKS

Set Task Information

Below is information about the theme and the list of practitioners that can be used to support you with your investigation and analysis.

Theme: Breaking the Mould

There have always been performing arts practitioners whose work fits the theme of 'Breaking the Mould'. They have challenged established ideas and created new, dynamic forms of performance.

"A stage space has two rules: (1) Anything can happen and (2) Something must happen."

Brook, P. (2008) *The Empty Space*, London: Penguin

Practitioners

You have been asked to investigate the contextual influences on and critically analyse the work of TWO performing arts practitioners – one from the list provided below, and one of your own choice (which may also be taken from the list below).

Pina Bausch
Steven Berkoff
Matthew Bourne
Bertolt Brecht
Peter Brook
Christopher Bruce
Cirque du Soleil
Complicite
DV8
Bob Fosse
Frantic Assembly
Martha Graham
Akram Khan
Kneehigh
Joan Littlewood
Andrew Lloyd Webber
Katie Mitchell
Punchdrunk
Stephen Sondheim
Konstantin Stanislavski

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