



Pearson



Mark Scheme (Results)

Summer 2018

BTEC Level 3 National in Performing
Arts

Unit 1: Investigating Practitioners'
Work (31555H)



Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 31555H_1806_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

Unit 1: Investigating Practitioners' Work

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 judgment 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. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response 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

Unit 1: Investigating Practitioners' Work - Marking Grid 1

Level	0	1	2	3	4
Mark	0	1-3	4-6	7-9	10-12
AO1: Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners	No rewardable material.	<ul style="list-style-type: none"> Limited identification and selection of some relevant contextual factors Limited knowledge and understanding of contextual factors that influence practitioners' work 	<ul style="list-style-type: none"> Competent identification and selection of generally relevant contextual factors Coherent knowledge and understanding of contextual factors that influence practitioners' work 	<ul style="list-style-type: none"> Assured identification and selection of a range of relevant contextual factors Effective knowledge and understanding of a range of contextual factors that influence practitioners' work 	<ul style="list-style-type: none"> Perceptive identification and selection of relevant contextual factors Comprehensive knowledge and understanding of contextual factors that influence practitioners' work

Unit 1: Investigating Practitioners' Work - Marking Grid 2

Level	0	1	2	3	4
Mark	0	1-3	4-7	8-11	12-15
AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes in the work of performing arts practitioners	No rewardable material.	<ul style="list-style-type: none"> Limited application of knowledge and understanding of contextual factors Demonstrates inconsistent understanding of how contextual factors influence practitioners' work Formulates limited connections between the creative intentions of practitioners' work and the theme 	<ul style="list-style-type: none"> Sound application of knowledge and understanding of contextual factors Demonstrates coherent understanding of how contextual factors influence practitioners' work Formulates suitable connections between the creative intentions of practitioners' work and the theme, using relevant examples 	<ul style="list-style-type: none"> Effective application of knowledge and understanding of contextual factors Demonstrates effective understanding of contextual factors that influence practitioners' work Formulates cohesive connections between the creative intentions of practitioners' work and the theme, using pertinent examples 	<ul style="list-style-type: none"> Comprehensive application knowledge and in-depth understanding of contextual factors Demonstrates in-depth understanding of how contextual factors influence practitioners' work Formulates insightful connections between the creative intentions of practitioners' work and the theme, using perceptive examples

Unit 1: Investigating Practitioners' Work - Marking Grid 3

Level	0	1	2	3	4
Mark	0	1-3	4-7	8-11	12-15
AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire	No rewardable material.	<ul style="list-style-type: none"> Inconsistent application of critical analysis skills Critical analysis of practitioners' work is limited with inconsistent outcomes Demonstrates superficial understanding of performance, production and repertoire 	<ul style="list-style-type: none"> Adequate application of critical analysis skills Critical analysis of practitioners' work is coherent with clear and consistent outcomes Demonstrates suitable understanding of performance, production and repertoire supported by relevant examples 	<ul style="list-style-type: none"> Effective application of critical analysis skills Critical analysis of practitioners' work is assured with considered outcomes Demonstrates thorough understanding of performance, production and repertoire supported by pertinent examples 	<ul style="list-style-type: none"> Accomplished application of critical analysis skills Critical analysis of practitioners' work is accomplished with comprehensive and insightful outcomes Demonstrates an in-depth understanding of performance, production and repertoire supported by perceptive examples

Unit 1: Investigating Practitioners' Work - Marking Grid 4

Level	0	1	2	3	4
Mark	0	1-4	5-9	10-14	15-18
<p>AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</p>	<p>No rewardable material.</p>	<ul style="list-style-type: none"> • Demonstrate limited application of investigation process with limited use of sources • Independent judgments are unfocussed with limited justification, reasoning and evidence used to support conclusions • Limited and inconsistent use of language and subject specific terminology with arbitrary structure and tone • Limited use of referencing to support outcomes 	<ul style="list-style-type: none"> • Demonstrates suitable application of investigation process with sufficient use of relevant sources to inform understanding • Coherent independent judgements with competent justification, reasoning and evidence used to support conclusions • Competent and clear use of language, structure, tone and subject specific terminology • Appropriate use of referencing to support outcomes 	<ul style="list-style-type: none"> • Demonstrates effective application of investigation process with considered use of a range of pertinent sources to effectively support and inform understanding • Assured independent judgements with secure justification, effective reasoning and considered evidence used to support conclusions • Consistent and effective use of language, structure, tone and subject specific terminology • Effective use of referencing to support outcomes 	<ul style="list-style-type: none"> • Demonstrates sophisticated and engaged application of investigation process with sophisticated use of sources meaningfully selected to fully support and inform understanding • Authoritative independent judgements with comprehensive justification, concise reasoning and perceptive use of evidence used to support conclusions • Sophisticated and accomplished use of language, structure, tone and subject specific terminology • Comprehensive use of referencing to support outcomes