



Pearson



Mark Scheme (Results)

Summer 2019

BTEC Level 3 National in Performing  
Arts

Unit 1: Investigating Practitioners'  
Work (31555H)



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# Unit 1: Investigating Practitioners' Work – Sample mark grid

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## 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

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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
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| Activity 1 | Band 0                  | Band 1  | Band 2  | Band 3   | Band 4  |
|------------|-------------------------|---|---|--|---|
|            | <b>0</b>                | <b>1-3</b>  | <b>4-6</b>  | <b>7-9</b>   | <b>10-12</b>  |
|            | No rewardable material. | <ul style="list-style-type: none"> <li>• Demonstrates limited understanding of how some contextual factors influence practitioners' work</li> <li>• Formulates limited connections between the creative intentions of practitioners' work and the theme</li> <li>• Demonstrates limited application of investigation process with limited use of sources to inform conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates competent understanding of how generally relevant contextual factors influence practitioners' work</li> <li>• Formulates some suitable connections between the creative intentions of practitioners' work and the theme, supported by generally relevant examples</li> <li>• Demonstrates appropriate application of investigation process with sufficient use of relevant sources to inform conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates effective understanding of how a range of relevant contextual factors influence practitioners' work</li> <li>• Formulates cohesive connections between the creative intentions of practitioners' work and the theme, supported by pertinent examples</li> <li>• Demonstrates effective application of investigation process with considered use of a range of pertinent sources to effectively inform conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates sophisticated understanding of how a range of relevant contextual factors influence practitioners' work</li> <li>• Formulates insightful connections between the creative intentions of practitioners' work and the theme, supported by perceptive examples</li> <li>• Demonstrates sophisticated application of investigation process with perceptive use of a range of meaningful sources to fully support conclusions</li> </ul> |

| Activity 2 | Band 0                  | Band 1  | Band 2  | Band 3   | Band 4  |
|------------|-------------------------|---|---|--|---|
|            | 0                       | 1-6   | 7-12  | 13-18  | 19-24   |
|            | No rewardable material. | <ul style="list-style-type: none"> <li>• Critical analysis of practitioners' work is limited with inconsistent connections to theme</li> <li>• Demonstrates superficial understanding of performance, production/repertoire</li> <li>• Demonstrates limited application of investigation process with limited use of sources to inform conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Critical analysis of practitioners' work is competent with consistent connections to theme</li> <li>• Demonstrates suitable understanding of performance, production/repertoire supported by relevant examples</li> <li>• Demonstrates appropriate application of investigation process with sufficient use of relevant sources to inform conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Critical analysis of practitioners' work is assured with effective connections to the theme</li> <li>• Demonstrates thorough understanding of performance, production /repertoire supported by pertinent examples</li> <li>• Demonstrates effective application of investigation process with considered use of a range of pertinent sources to effectively inform conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Critical analysis of practitioners' work is accomplished with comprehensive and insightful connections to the theme</li> <li>• Demonstrates a sophisticated understanding of performance, production/repertoire supported by perceptive examples</li> <li>• Demonstrates sophisticated application of investigation process with perceptive use of a range of meaningful sources to fully support conclusions</li> </ul> |

| Activity 3 | Band 0                  | Band 1   | Band 2   | Band 3   | Band 4   |
|------------|-------------------------|--|--|--|--|
|            | 0                       | 1-6  | 7-12   | 13-18  | 19-24  |
|            | No rewardable material. | <ul style="list-style-type: none"> <li>• Demonstrate limited comparison of practitioners' work</li> <li>• Independent judgments are unfocussed with limited justification, reasoning and examples used to support conclusions</li> <li>• Limited and inconsistent use of language and subject specific terminology with arbitrary structure and tone</li> <li>• Demonstrates limited application of investigation process with limited use of sources to inform conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates suitable comparison of practitioners' work</li> <li>• Coherent independent judgements with competent justification, reasoning and examples used to support conclusions</li> <li>• Mostly competent and clear use of language, structure, tone and subject specific terminology</li> <li>• Demonstrates appropriate application of investigation process with sufficient use of relevant sources to inform conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates effective comparison of practitioners' work</li> <li>• Assured independent judgements with secure justification, effective reasoning and considered examples used to support conclusions</li> <li>• Consistent and effective use of language, structure, tone and subject specific terminology</li> <li>• Demonstrates effective application of investigation process with considered use of a range of pertinent sources to effectively inform conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates perceptive comparison of practitioners' work</li> <li>• Authoritative independent judgements with comprehensive justification, concise reasoning and perceptive use of examples to support conclusions</li> <li>• Sophisticated and accomplished use of language, structure, tone and subject specific terminology</li> <li>• Demonstrates sophisticated application of investigation process with perceptive use of a range of meaningful sources to fully support conclusions</li> </ul> |