

## Mark Scheme (Results)

Summer 2019

BTEC Level 3 National in Performing Arts  
Unit 3: Group Performance Workshop  
(31557H)



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# Unit 3: Group Performance Workshop - Sample marking 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.

### Unit 3: Group Performance Workshop - Marking Grid 1

Milestone 1 of the digital process log will be marked against the following marking grid :					
Level	0	1	2	3	4
Mark	0	1-3	4-6	7-9	10-12
<b>AO1: Understand how to interpret and respond to stimulus for a group performance</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Limited ability to interpret the stimulus material demonstrating limited practical exploration and primary/secondary research</li> <li>Creative ideas for performance are stated and show limited relevance to the stimulus</li> <li>Demonstrates limited contribution to the group's interpretation of stimulus and generation of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Competent ability to interpret the stimulus material demonstrating appropriate practical exploration and primary/secondary research</li> <li>Creative ideas for performance are descriptive in detail and show general relevance to the stimulus</li> <li>Demonstrates adequate contribution to the group's interpretation of stimulus and generation of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Confident ability to interpret the stimulus material demonstrating focused practical exploration and primary/secondary research</li> <li>Creative ideas for performance are explained and show considered relevance to the stimulus</li> <li>Demonstrates assured contribution to the group's interpretation of stimulus and generation of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Accomplished ability to interpret the stimulus material demonstrating fully engaged and sustained practical exploration and primary/secondary research</li> <li>Creative ideas for performance are justified with perceptive relevance to the stimulus</li> <li>Demonstrates authoritative and engaged contribution to the group's interpretation of stimulus and generation of ideas.</li> </ul>

### Unit 3: Group Performance Workshop - Marking Grid 2

Milestone 2 and 3 of the digital process log will be marked against the following marking grid :					
Level	0	1	2	3	4
Mark	0	1-3	4-7	8-11	12-15
<b>AO2: Develop and realise creative ideas for a group performance in response to stimulus</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Use of exploratory techniques demonstrates limited ability; material being generated is limited.</li> <li>Limited ideas for form and content of the performance are realised in relation to the creative intention.</li> <li>Limited ability to use own and group performance skills to develop and refine ideas and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use of exploratory techniques demonstrates adequate ability; material being generated is appropriate.</li> <li>Appropriate ideas for form and content in relation to the creative intention of the performance are realised are partially explained</li> <li>Relevant use of own and group performance skills to develop and refine ideas and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use of exploratory techniques demonstrates effective ability; material being generated is considered, evidencing selectivity.</li> <li>Cohesive ideas for form and content in relation to the creative intention of the performance are realised and explained.</li> <li>Considered and proficient use of own and group performance skills to develop and refine ideas and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use of exploratory techniques demonstrates an accomplished ability; material being generated evidences insight around selection of techniques utilised.</li> <li>Sophisticated ideas for form and content in relation to the creative intention of the performance are justified.</li> <li>Confident and justified use of own and group performance skills to develop and refine ideas and materials.</li> </ul>

### Unit 3: Group Performance Workshop - Marking Grid 3

Level	0	1	2	3	4
Mark	0	1-3	4-5	6-7	8-9
<b>AO3: Apply personal management and collaborative skills to a group performance workshop process</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Limited application of personal management</li> <li>Inconsistent application of collaborative skills during the development process</li> <li>Limited contribution to the group performance workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate application of personal management</li> <li>Adequate application of collaborative skills during the development process</li> <li>Competent contribution to the group performance workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent application of personal management</li> <li>Focussed application of collaborative skills during the development process</li> <li>Confident and effective contribution to the group performance workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained application of personal management</li> <li>Sensitive and supportive application of collaborative skills during the development process</li> <li>Engaged and accomplished contribution to the group performance workshop.</li> </ul>

### Unit 3: Group Performance Workshop - Marking Grid 4

Level	0	1	2	3	4
Mark	0	1-4	5-9	10-14	15-18
<b>AO4: Apply performance skills to communicate creative intentions during performance workshop</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Individual performance demonstrates limited communication of creative ideas, meaning and style to an audience</li> <li>Interactions, responses to, and relationships with other performers are unclear and inconsistent; contribution to the ensemble performance is tenuous</li> <li>Performance skills and techniques are limited and not always appropriate to the creative intention.</li> </ul>	<ul style="list-style-type: none"> <li>Individual performance demonstrates competent and clear communication of creative ideas, meaning and style to an audience</li> <li>Interactions, responses to, and relationships with other performers are clear and coherent; contribution to the ensemble performance is valid</li> <li>Performance skills and techniques are appropriate to the creative intention and applied in a secure and competent manner.</li> </ul>	<ul style="list-style-type: none"> <li>Individual performance demonstrates focused and considered communication of ideas, meaning and style to an audience</li> <li>Interactions, responses to, and relationships with other performers are cohesive and consistent, contributing effectively to the ensemble performance</li> <li>Performance skills and techniques are applied with confidence and consistency and are appropriate to the creative intention</li> </ul>	<ul style="list-style-type: none"> <li>Individual performance confidently and fluently communicates creative ideas, meaning and style to an audience</li> <li>Interactions, responses to, and relationships with other performers show responsiveness and sensitivity, contributing seamlessly to an ensemble performance</li> <li>Performance skills and techniques are applied with consistent focus, engagement and strong technical command, and are entirely appropriate to the creative intention.</li> </ul>

### Unit 3: Group Performance Workshop - Marking Grid 5

Milestone 4 of the digital process log will be marked against the following marking grid :				
Level	0	1	2	3
Mark	0	1-2	3-4	5-6
<b>A05</b> <b>Review and reflect on the effectiveness of the working process and the workshop performance</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Limited judgements offered relating to impact of own and group contribution towards:               <ul style="list-style-type: none"> <li>creative and performance skills</li> <li>personal management and collaborative skills</li> </ul>               during the development process and performance             </li> <li>Provides superficial ideas for further development of the performance material</li> <li>Identifies some strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Considered judgements offered relating to impact of own and group contribution towards:               <ul style="list-style-type: none"> <li>creative and performance skills</li> <li>personal management and collaborative skills</li> </ul>               during the development process and performance             </li> <li>Provides coherent appropriate ideas for further development of the performance material</li> <li>Evaluation is reasoned and pertinent.</li> </ul>	<ul style="list-style-type: none"> <li>Perceptive, justified judgements offered relating to impact of own and group contribution towards:               <ul style="list-style-type: none"> <li>creative and performance skills</li> <li>personal management and collaborative skills</li> </ul>               during the development process and performance             </li> <li>Provides, sophisticated creative ideas for further development of the performance material</li> <li>Evaluation is insightful and thorough.</li> </ul>





