



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals
In Performing Arts (31561H)
Unit 7: Employment Opportunities in the
Performing Arts

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Introduction

Unit 7 (31561H) Employment Opportunities in Performing Arts is a mandatory externally assessed task on the following qualification sizes of the BTEC Nationals in Performing Arts:

Pearson BTEC Level 3 National Extended Diploma in Performing Arts

Learners must respond to the employment opportunity given in the set task.

Learners must fully consider the employment opportunity, including the organisational profile, the performance project outline and the workshop requirement and submit a written response and a digital promotional portfolio.

The written response should be up to 2000 words and the digital promotional portfolio should be up to 10 minutes of video/audio material and can include up to 10 photographs/images and written supporting materials of up to 750 words.

The set task is marked out of 60. The written response is marked out of 36 and the digital promotional portfolio out of 24.

Introduction to the Overall Performance of the Unit

Overall, the responses seen this series demonstrated that the set task was accessible for learners and it presented a similar level of demand to the previous set tasks relating to this paper.

The employment opportunity included a similar number of factors that learners could use to demonstrate their knowledge and understanding. Learners were able to consider the organisation and the performance project and workshop requirements.

The three elements of the employment opportunity took a similarly coherent 'picture' of an employment opportunity which could be responded to with skills and experience that could have been gained through the study of this unit and other units from the specification.

Individual Questions

Activity 1: Written Response

The following extracts are taken from good learner responses. There is no single correct way to demonstrate knowledge and understanding, but it is hoped the following extracts will be helpful and inform what is being looked for in the written response for this unit and task.

Extract 1

This shows an appreciation of the type of organisation and goes beyond repeating what is given in the task:

Having an innovative vision, Behold, provide new, original, engaging school projects that aim to educate children about modern issues through performances and workshops, so they are empowered to make good choices which leads to fulfilling lives. Limiting the scope of the business to educational settings helps achieve this vision as your work is high quality and focussed to meet the stakeholders needs, earning a long-standing, well respected reputation for your creative work and the vital role you play in educational needs. As the world is constantly changing and posing new problems, you can adapt your projects to keep your business productive and delivering new content, so children are better equipped to deal with these challenges.

Extract 2

This shows an appreciation of some of the wider context for the type of funding for this project:

Third sector funding via grants and trusts from charities means it is crucial to develop work that represents their requirements, values, and aims and to build good relationships with these organisations to assist future tenders. As a not-for-profit company your work is value driven and you invest profits back into the business which means it has the best impact for the target audience. Limited school budgets and grants mean it is important to work resourcefully and creatively on props and equipment and to keep the work fresh and exciting. These projects must meet the needs of various stakeholders and be age appropriate and interesting to the young audience and meet the educational objectives of the schools.

Extract 3

This extract shows an understanding of the intention for the workshop:

I have participated in many workshops from TIE companies so have a good understanding of how to run successfully and adapt content to be inclusive and engaging. My workshop would focus on ideas of the be kind movement, bullying and mental health. My aims would be to help the students express and understand emotional issues and how to react positively.

Extract 4

This extract shows an appropriate way to communicate skills and experience although they could be more closely related to the requirements of the project outline:

I am currently studying Musical Theatre and Dance, meaning that I am versatile and well-rounded in my abilities. I have been dancing since I was young, and currently I am working at an intermediate level of ballet, modern and tap, as well as studying contemporary, commercial, jazz and more. I love being able to perform a range of dance styles as it gives me creative freedom as a performer. You aim for inclusivity, and by providing and showcasing multiple disciplines of performing arts, you will provide for and engage more young people. Throughout my training in performing arts, I have had many performance experiences which have helped to constantly improve and develop my skills.

Overall, in good written responses we saw:

- Clear analysis of the employment opportunity.
- Demonstration of an in-depth understanding of the organisational profile, project outline and workshop requirements.
- Clear understanding of the scenario.
- Ideas which were clearly and consistently linked to the scenario.
- Consistently relevant links between the learners' skills and experience and the employment opportunity.
- Clear promotional intent and a response which overall was likely to engage the employer.
- Clear communication with effective and relevant use of technical language.
- Responses which were effective applications with a clear promotional tone.
- Examples of relevant skills and experience which were linked to the demands and requirements of the employment opportunity.

- Workshop ideas which were clear, relevant and linked to the context of the given opportunity.

Activity 2: Digital Promotional Portfolio

The digital promotional portfolios varied in terms of style and format. There is no fixed 'best way' to put the portfolio together. However, the following considerations will inform how best to respond and present work for this activity:

- Learners should fully consider appropriate ideas for the development of the portfolio, with clear and effective promotional intent including how best to realise and communicate intentions.
- The development of ideas will be clearly linked to the organisation and project.
- There will be evidence of the selection, refinement and use of relevant examples.
- Learners should demonstrate skills and experience in the promotional portfolio in a way that is likely to engage the employer.
- There should be sustained relevance to the specific aspects of the employment opportunity.
- The portfolio should have a sense of being developed and realised in response to the employment opportunity.

Summary

Based on the performance seen during this series the following should be considered:

- The starting point should be the teaching and learning of the unit content, which should be covered in preparation for the set task. This is essential for learners to be able to respond to the specific type of organisation, project and workshop requirements detailed in the employment opportunity.
- Learners will need access to recordings of their practical work, as part of their selection process for their portfolio. If they would like to create new work for the employment opportunity, that is acceptable.
- Promotional intent should be given sufficient consideration, with learners having an awareness of current industry practice as much as possible.

- Additional material, such as certificates, references and publicity should only be included in the portfolio if relevant.
- It is important learners can be easily identified in their digital portfolio.
- The written response and the digital promotional portfolio should form a coherent overall response to the employment opportunity.

Administration

It is appreciated that centres submitted learner work in line with requirements.

Centres should fully observe the demands of both the task for the specific examination series and the requirements as detailed in the instructions within the Set Task Brief and as outlined in the Administrative Support Guide.

Work was submitted by the deadline and in the correct format in terms of recordings and pdf files. Each learner's work must be presented in its own folder, on a new, undamaged DVD or memory stick that will play on any commonly used laptop. Each learner's folder should include the written response and the digital promotional portfolio with any supporting material. Where encryption software has been used, a password must be provided.

Once the written response has been completed it should be converted and saved as a pdf document. It is not necessary to include both a Word and a PDF version of the written response.

Recordings were generally of a good quality however it is essential a learner can be identified in the practical work included in the digital portfolio. There is no requirement to save a pdf version of the content of the portfolio.



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