



General Certificate of Secondary Education

Expressive Arts 4260

42601 Examination Presentation

Report on the Examination

2010 examination - June series

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Examination Presentation (42601)

The Examination Presentation is new to Expressive Arts in that it is externally set and marked. The small numbers of centres taking this examination unit for the first time are to be congratulated for the way in which they prepared the work for marking. Most of the candidates' work assessed was clearly identified and easily found. Centres involved made good use of the preliminary preparation time to research and investigate and do preliminary planning using a starter point from the set stimulus. The examination paper includes a record sheet for working processes material. Candidates who filled in this form fully had a good framework for their evidence trail (AO2). Stronger examples of this evidence trail demonstrated how candidates had applied skills, processes and techniques to shape and structure ideas, while reviewing, modifying and refining their work as it progressed. For group work candidates need to be made aware of how they may need to refer to contributions made by other members of the group, whilst primarily providing an evidence trail tracking their own development within the piece. The evidence trail they provide, and on which they will be marked, must be their own work.

The response to this year's examination paper was positive. Centres are to be congratulated on their collation and prompt return of the examination scripts and evidence of the preparation/performance. The centres carefully catalogued DVDs/CDs and photographic evidence in an efficient way. Where there were difficulties it was in the identification of candidates. It must be noted that it is important to make sure that the candidates are clearly heard if they are saying their name and candidate number. Little use was made of the candidate holding a sheet with name and candidate number clearly displayed, which is a pity as it is often clearly visible, and the candidate can still be identified when sound levels are low. Where 'name and number' sheets are used care should be taken to ensure that they are in focus and large enough to read easily.

It was clear from much of the work submitted that good working processes had been established in the centres. The stimuli were researched well and the candidates were able to use this information to generate presentations that clearly related to the chosen starting point. The development of ideas should be recorded in the evidence trail. In some instances, the links to the stimuli became quite tenuous, and centres are advised to guide candidates, during the preparation period, not to wander too far from the starting point. All decisions taken by the candidate should be noted in the evidence booklet so that the examiner can see the route the candidate has taken from the starting point to the final presentation. These notes need not be onerous; however material not relevant to the topic chosen, for example notes from workshops, lessons and developmental work from topics not selected, can often be a hindrance if retained in the booklet. This work is not marked and can allow the candidate to become less focused on producing a clear trail of the development of the piece.

From Past to Present and Universal Themes in particular produced some original and interesting responses. In the first examination there was only a small cohort of candidates entered; these candidates were in the main year 9 pupils taking the examination in only one year. It is a credit to those candidates who produced skilful, well integrated and mature pieces of work in the fifteen hours.

The centres offering Dance and Drama, especially those that have specialist teaching, produced work of a good standard applying skills and techniques learned from the study of specific styles. Weaker candidates often produced immature pieces which did not allow them to demonstrate a full range of Dance and Drama skills. Centres are advised to encourage their candidates to have a strong performance presence exploring a full range of skills. Music and original writing was represented though not in a great number. Candidates who have a good skill base were able to compose and present original pieces generally well integrated.

It was pleasing to see how focused some candidates were when presenting their work. The quality of the recorded DVDs was varied. Detailed guidance on DVD recording of practical presentations has been given by AQA. This will be sent out to centres and is very helpful in ensuring candidates can be seen, heard and identified for marking purposes.

The Examination Record Sheet, when fully filled in, ensures that the examiner is aware of the contribution the candidate makes to the final presentation piece, and which art forms are to be marked. However, in a significant number of cases the Examination Record Sheet was incomplete. When the examiner is unsure of what is to be marked the candidate may be unintentionally penalised.

Centres are to be congratulated again for the care taken when collating and preparing the work for marking.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.