



**General Certificate of Secondary Education
June 2011**

Performing Arts

48804

(Specification 4880)

**Unit 4: Final performance/designs for the
chosen commission**

Report on the Examination

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Unit 4 – 48804: Final performance/designs for the chosen commission

Administration

This is the first award for 48804. Centres were familiar with the administration of the examination as they had already prepared candidates for 48802. Centres are to be reminded that performances must be marked on the day alongside the moderator. It is not appropriate for the teacher to act as lighting technician or play accompaniments as the teacher needs to watch the performance with the moderator.

Candidates had gained experience through following the processes required to develop the Showcase in Unit 2. Candidates continuing the course for the Double Award show confidence and a clear improvement in terms of skills development and performance. There was also clear evidence of improved knowledge and understanding of how a commission is developed. The developmental nature of the course was demonstrated by the successful responses to the Commission.

Please remember that all the work for the Unit 4 Commission must be added to the work already completed for simulations and practice commissions in the Unit 3 portfolio.

Skills development and professional conduct

The mark for this unit must be considered as separate from that of Unit 3. There should be a sense of progression and development from the skills development and professional conduct demonstrated in performance for the Single Award. There should be clear evidence of the influence of other professional performers and/or other workers, technicians and designers in the industry. The teacher should have observed and assessed the candidates carrying out suitable research and used the Skills Development Record Form to record their marks. This mark should accurately reflect the achievements of the candidate during the period of working on the Commission.

As for Unit 2, the teacher is in role as the commissioner and so takes responsibility for assessing the working processes of the candidate. These processes should provide plenty of opportunities for the vocational context of the work to be established and the teacher should ensure candidates are carrying out the tasks effectively. Emphasis should be on the methods of working, on-going evaluation and the preparation of skills for the performance.

Candidates will already have experience of working to practice commissions, which have been provided by the teacher during the year. The activities required for fulfilling the Commission should offer candidates the opportunity to demonstrate their professional conduct and develop their skills towards a professional standard. As for Unit 2, the mark must take into consideration attendance, attitude to the working processes, co-operation with the rest of the group, sticking to deadlines and the development of performance skills. There should be a willingness to take on responsibilities and a sense of application to the tasks demanded for the completion of the project.

There will be candidates who do not take these opportunities and are not committed to the process and the mark must reflect this. If a candidate performs effectively during moderation then this will be shown in the performance mark.

Final performance/designs

Please remember that the performance must be recorded on a DVD and forwarded to the moderator if requested.

The theme of 'Separation' was very popular. The responses to the Commission were varied, with some original and unusual performances. Please remember that there is no requirement to devise work if a script or score exists which is a valid vehicle for Performing Arts. Excellent uses of script were in evidence with 'Blood Brothers' inspiring some excellent and moving performances. Some of the most original responses included work with song and dance.

Much of the work showed an improvement on the Showcase performance with candidates able to demonstrate increased self-confidence and skills. Only a very few candidates appeared to be under-rehearsed or ill prepared.

Evaluation of own work

There were some excellent examples of evaluations, using a variety of styles. Some excellent work was submitted, with annotated photographs scanned into the documents to illustrate the process. A4 format allowed easy transference into the portfolio, but where A3 format was used, it was clear that a great deal of thought and care had gone into the work.

This should conform to the demands of the Assessment Marking Criteria on page 34 of the specification, ' *an evaluation of your contribution to planning, preparation and skills development* ', presented on one side of A2 or two sides of A3 or four sides of A4'. The three observations should also be attached.

The 'evaluation' is intended to give the moderator an indication of the contribution made by the candidate during the process of planning, preparation and skills development to *Final Performance/Designs* in response to the Commission.

The evaluation is not of the final performance because it has to be completed before the day of the moderation, but of the planning, preparation and skills development during the process of developing the work for the Commission. There must be a clear indication of the vocational influence on the candidate with correct technical language used in the evaluation. There must be reference to the two proposals and reasons for the final choice.

There are three areas to be considered; a critical evaluation of their contribution to planning and research; an evaluation of their skills development using work-related language suitable for their chosen skill; an evaluation of the process of development of the Commission. It was the 'critical' element of the evaluations which was a stumbling block for the teachers and candidates. They could say what they had done, but not offer a critical evaluation. Effective documents included well-annotated photographs, which showed clearly the candidate working on their skills, visiting venues, using different rehearsal techniques or setting up equipment. Candidates offering the design option included colour swatches, preliminary sketches and showed how their ideas were refined for the final designs.

The community aspect of the commission was clearly indicated with reference to why it was suitable for the chosen audience, though in some cases the demand to produce two proposals for a performance was forgotten.

Least effective documentation consisted of un-annotated sheets from performer's web sites, which gave no indication of the influences used. Also reviews of a performance before the moderation which gave no indication of the candidate's contribution were of little use.

The three observations should also be attached, clearly focussed on what the candidates have achieved and so support the mark awarded.

Post examination administration

Most centres referred to the sheet sent by the moderator, which details the paperwork to be sent to them after the moderation and by May 31st.

- Candidate Record forms for **all** candidates (for Units 2 and/or 4) signed by candidates
- Pink copies of the Centre Mark sheets or EDI printouts showing the total component marks as submitted to the AQA office
- Summary Record Sheets
- Centre Declaration Sheet: confirmation that where there is more than one teacher assessing, internal standardisation has taken place, or that the work has been assessed by one teacher only.

Most centres were very helpful and efficient, making sure all documents were completed correctly and sent promptly. However some centres sent incomplete materials to the moderators, causing a delay in the completion of a moderator's work. Please remember that where moderations take place at the beginning of the period, February 1st to May 31st, paperwork can be sent as soon as it is ready, without waiting for the May 31st deadline.