



General Certificate of Secondary Education
Specimen Paper

Performing Arts

XXXX/TN

Unit 2 Showcase Performance

Teachers' Notes

Confidential

To be given immediately to the teacher(s) responsible for GCSE Performing Arts

All teacher-assessed marks for Unit 2 to be returned to AQA by XXXX

This document contains:

- general guidance
- details of the Showcase Brief.

Open on receipt

XXXX/TN

Assessment

Assessment requirements

Candidates should respond to the externally set brief. They should produce:

- the final piece of work, suitably presented
- **three** observations of their working practices by people with whom they have worked
- an evaluation of their contribution to planning, preparation and skills development, presented on one side of A2, **or** two sides of A3, **or** four sides of A4.

The mark awarded to a candidate must be seen to reflect accurately the assessment marking criteria for the unit. The performances of the sampled candidates will be observed and assessed. Design, technical or stage management candidates will be assessed as part of the sampled performances. If necessary, the teacher and moderator can observe these candidates working by standing at the side of the stage or removing parts of the scenery. Candidates must be aware that the teacher, acting as the commissioner, will have been observing them working and so will have made decisions on the skills development and professional conduct criteria.

As far as possible, a holistic view of the whole process should be taken into account. A good, fluent performance should reflect good professional working habits in keeping with the vocational context of the work. However, where the candidate has performed effectively on the day without being fully committed to the process, then that should be taken into account and used to inform the final mark.

Candidates should be made aware that information downloaded from the Internet is of value only if they use it to develop ideas. Direct imitations of a group's or of an individual performer's work are very limiting. Karaoke style singing along to records should not be allowed. However, backing tracks are permissible. Candidates should be encouraged to take care to ensure that the selection of material is relevant to the brief.

The distinctiveness of the award is in the vocational context of the work. Emphasis should be placed on the importance of professional methods of working and on the evaluation and presentation of the performing arts skill chosen. The following should be stressed to candidates:

- organisation of the research and the development of ideas
- presentation of the final performance and its appropriateness in fulfilling the Showcase brief
- evaluation of the final piece.

The teacher will have observed the working habits and practices of their candidates and will give a mark out of 15 for skills development and professional conduct.

Time allocation and delivery

The time allocation is meant to be flexible and to take into account the size of the group and the timing of the school year. Teachers are aware of the candidates' working styles and whether they require the full-time allocation or a shorter period.

The brief should be presented to the candidates in the first production meeting at the beginning of the preparation, research and planning period. This initial research and planning phase should be approximately 15 hours. This should include research into performance spaces available in community venues. The target audience and age range must also be decided.

The rehearsal and preparation period is to take approximately 30 hours, which should include dress and technical runs. Where possible, the completed performance should take place in front of the target audience at a suitable venue.

The Showcase evaluations for all candidates must be marked prior to the moderation session and be made available for the moderator at the time of the visit. These must reflect the contribution to *Planning, Preparation* and *Skills Development*, not the performance itself.

It is important that the candidates are fully prepared before undertaking the Showcase brief. Candidates should have developed an awareness of how to:

- **plan** a response to the brief
- **research** venues and suitable materials including the work of others
- **select** and **use** suitable materials from different sources
- **choose** and **develop** ideas, using relevant techniques, or learn new methods where necessary to produce the final piece
- **present** the final piece to the highest possible standard
- **evaluate** the response to the brief.

It is **not** expected that the performances will be carried out at the locations investigated. However, the organisation and development must be carried out as if the performances were to take place at these locations.

The performance, for example, could take place in the school hall and be carried out as if it were in the chosen location.

For further guidance on this unit, refer to the unit specification and the assessment criteria.

The following sections are reproduced from the Candidate Guidance document

Introduction

Your group will be in role as a production company. You will need a suitable company name.

Your company will produce a Showcase in response to the brief. The length and content of the performance will be suitable for all members of the group to demonstrate their skills. This includes performers, technical and stage management crew, set and costume designers and other areas of expertise required to carry out your Showcase.

You must show that you can work as a member of a team and that you know and understand the various roles and responsibilities required.

You should be aware of all the performance, technical, design and stage management elements that go into a production and how your contribution fits in.

You should be looking for ways to improve your skills and techniques, for example, by seeing how professionals and others work in the performing arts industry.

You should take account of the constraints identified in the brief and you must ensure that all work produced is suitable for inclusion in the final performance.

What you have to do

Hold a production meeting to read the Showcase brief and to discuss the most appropriate approaches to the task.

Carry out individual research into sources of material for your own contribution, paying particular attention to the constraints and considerations of the Showcase. You could research other performers, designers or technicians and adapt suitable ideas.

Further production meetings will allow you to present to the commissioner (the teacher in role) the ideas for your contribution. Your production company, led by the commissioner, must then assess the suitability of the ideas or suggestions. The final choices will form the basis of the Showcase.

Your company will need to consider the roles and responsibilities needed for the project. You must work appropriately on your chosen skill to ensure that you are ready for the performance of the Showcase which will be performed in front of the teacher and an audience.

During the preparation period, you will work appropriately on developing your skills and on carrying out the relevant tasks in preparation for the Showcase. You should be aware at all times of the standard of your work and what you can do to improve it: for example research, and experiment with an appropriate range of techniques, media or materials to help improve or develop your abilities.

You will keep records of your working practices and progress and these will form the basis of your evaluation. It is expected that regular meetings will be held to ensure that all deadlines are met and rehearsals are being carried out effectively.

There are **three** phases in the development of the Showcase that must be linked together to produce the final performance. They are:

- **planning** and **research**, including looking at other people's work and your own preparation and developmental work to meet the brief
- **performance** of the Showcase which includes the setting up and striking of the performance area
- **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.

In addition to your evaluation, you will include **three** observations of your working practices by people with whom you have worked.

The work that you present must be of a suitable professional standard in keeping with the accepted practice of the performing arts industry.

The teacher will observe your working habits and practices and will give a mark out of 15 for skills development and professional conduct.

The Showcase Brief

Your County Youth Arts Theatre invites your production company to take part in a Comedy Festival.

The theme is Classical Comedy and the content must be suitable for family audiences.

Your showcase could include song, dance, drama sketches, music or any performing arts skills relating to the *comedy* theme.

The performances will take place in a community venue of your choice. You will be responsible for providing your own technical and design materials where required: for example lighting, sound, set and costumes.

We look forward to your contribution.

It is expected that:

- you will explore a range of different performance styles and genres, suitable for the theme and the target audience
- you will choose a venue that will be suitable for your Showcase
- you will use set and costume where appropriate
- you will consider the technical equipment necessary for performing in community venues, and use of lighting and sound where appropriate
- stage management and crew will run the performance.

The size of the performance area, stage or platform will depend on the venue.

You must consider health and safety at all times.

Individual Briefs

- 1 As a performer**, you will research and select the most appropriate material for inclusion in the Showcase. You will choose suitable methods of rehearsal to improve your techniques and to allow your skills to be shown at their best.

You will be aware of the reasons for the choice of materials and the running order. You will take responsibility for your personal equipment, props and costumes.

Performing for the general public has potential problems so these should be identified and prepared for.

- 2 As a designer**, you must prepare designs for the set, **or** props, **or** costumes, **or** other items necessary for the Showcase performance in the chosen venue.

The theme of the Showcase should be researched and appropriate responses produced. If there is more than one designer, there should be collaboration on an overall approach.

Four designs should be produced, **one** of which must be realised and used for the performance.

The designer must take into account the needs of the whole performance and any constraints presented by the chosen venue.

- 3 As a technician**, you must be aware of the demands of the Showcase and the range of equipment required to support the performers.

When lighting or sound rigs are portable, the equipment must be chosen and prepared carefully to fulfil the necessary health and safety regulations. You can choose to be responsible for **either** lighting **or** sound.

Diagrams to show how to stow and rig the equipment must be produced as well as cue sheets. Another crew member should be able to follow these in case an emergency arises. You should identify potential problems and prepare contingency plans.

- 4 As a stage manager**, you must be aware of all the elements involved in running the Showcase.

You must prepare the book, cue sheets or other documents relating to your tasks.

You must attend rehearsals and production meetings to find out exactly what is required.

You must manage the props where appropriate.

You must know where and when set changes are needed and carry them out efficiently.

You must enforce health and safety regulations, and identify potential problems.

Unit 2: Assessment Criteria

Assessment marking criteria	Mark band 1 (13–15 marks)	Mark band 2 (10–12 marks)	Mark band 3 (7–9 marks)	Mark band 4 (4–6 marks)	Mark band 5 (1–3 marks)	0 marks
<p>Skills development and professional conduct</p> <p>Max mark: 15</p>	<p>Candidates thoroughly agree their skills for the Showcase at an effective level.</p> <p>They take on roles and responsibilities in planning and research at an excellent level.</p> <p>They thoroughly follow work-related rehearsal methods and take direction at an effective level.</p> <p>Thorough co-operation with the group is evident.</p> <p>Candidates demonstrate a thorough understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a thorough understanding of health and safety issues during the development of the Showcase.</p>	<p>Candidates agree their skills for the Showcase at a good level.</p> <p>They take on roles and responsibilities in planning and research at an effective level.</p> <p>They follow work-related rehearsal methods and take direction at an appropriate level.</p> <p>Good co-operation with the group is evident.</p> <p>Candidates demonstrate a good understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a good understanding of health and safety issues during the development of the Showcase.</p>	<p>Candidates agree their skills for the Showcase at a reasonable level.</p> <p>They take on roles and responsibilities in planning and research at a reasonable level.</p> <p>They follow work-related rehearsal methods and take direction at a reasonable level.</p> <p>Reasonable co-operation with the group is evident.</p> <p>Candidates demonstrate a reasonable understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a reasonable understanding of health and safety issues during the development of the Showcase.</p>	<p>Candidates agree their skills for the Showcase at a limited level.</p> <p>They take on roles and responsibilities in planning and research at a limited level.</p> <p>They follow work-related rehearsal methods and take direction at a limited level.</p> <p>Limited co-operation with the group is evident.</p> <p>Candidates demonstrate a limited understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a limited understanding of health and safety issues during the development of the Showcase.</p>	<p>Candidates agree their skills for the Showcase at a basic level.</p> <p>They take on roles and responsibilities in planning and research at a basic level.</p> <p>They follow work-related rehearsal methods and take direction at a basic level.</p> <p>Basic co-operation with the group is evident.</p> <p>Candidates demonstrate a basic understanding of taking responsibility for the performance needs and equipment.</p> <p>They show a basic understanding of health and safety issues during the development of the Showcase.</p>	<p>Work not worthy of any credit.</p>

Assessment marking criteria	Mark band 1 (25–30 marks)	Mark band 2 (19–24 marks)	Mark band 3 (13–18 marks)	Mark band 4 (7–12 marks)	Mark band 5 (1–6 marks)	0 marks
Final performance/ designs Max mark: 30	<p>Candidates show a thorough ability to apply skills and techniques consistently and effectively during the performance.</p> <p>The work is rehearsed and creatively developed and shows excellent expression and control.</p> <p>Roles and responsibilities are carried out thoroughly and efficiently during the performance.</p> <p>An excellent level of communication with the group is evident.</p> <p>There is a thorough understanding of communication with the audience.</p>	<p>Candidates show a good ability to apply skills and techniques consistently during the performance.</p> <p>The work is rehearsed and developed and shows good expression and control.</p> <p>Roles and responsibilities are carried out effectively during the performance.</p> <p>A good level of communication with the group is evident.</p> <p>There is a good understanding of communication with the audience.</p>	<p>Candidates show a reasonable ability to apply skills and techniques during the performance.</p> <p>The work is rehearsed and developed and shows reasonable expression and control.</p> <p>Roles and responsibilities are carried out at a reasonable level during the performance.</p> <p>A reasonable level of communication with the group is evident.</p> <p>There is a reasonable understanding of communication with the audience.</p>	<p>Candidates show a limited ability to apply skills and techniques during the performance.</p> <p>The work is rehearsed and shows limited expression and control.</p> <p>Roles and responsibilities are carried out at a limited level during the performance.</p> <p>A limited level of communication with the group is evident.</p> <p>There is a limited understanding of communication with the audience.</p>	<p>Candidates show a basic ability to apply skills and techniques during the performance.</p> <p>The work is rehearsed and shows a basic level of skill.</p> <p>Roles and responsibilities are carried out at a basic level during the performance.</p> <p>A basic level of communication with the group is evident.</p> <p>There is a basic understanding of communication with the audience.</p>	<p>Work not worthy of any credit.</p>
Assessment marking criteria Evaluation of own work Max mark: 15	<p>Candidates offer a thorough evaluation of their contribution to planning and research.</p> <p>Candidates offer a thorough critical evaluation of their skills development using work-related language.</p>	<p>Candidates offer a good evaluation of their contribution to planning and research.</p> <p>Candidates offer a good critical evaluation of their skills development using work-related language.</p>	<p>Candidates offer a reasonable evaluation of their contribution to planning and research.</p> <p>Candidates offer a reasonable critical evaluation of their skills development using work-related language.</p>	<p>Candidates offer a limited evaluation of their contribution to planning and research.</p> <p>Candidates offer a limited critical evaluation of their skills development using work-related language.</p>	<p>Candidates offer a basic evaluation of their contribution to planning and research.</p> <p>Candidates offer a basic evaluation of their skills development using work-related language.</p>	<p>Work not worthy of any credit.</p>

END OF TEACHERS' NOTES

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