



General Certificate of Secondary Education
Specimen Paper

Performing Arts (Double Award) XXXX/TN

Unit 4 Final Performance/Designs for the Final Commission.

Teachers' Notes

Confidential

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

All teacher-assessed marks for Unit 4 to be returned to AQA by XXXX

This document contains:

- general guidance
- details of the Commission.

Open on receipt

XXXX/TN

Assessment

Assessment requirements

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

- the final piece of work, suitably presented, that meets the requirements of the commission
- **three** observations of their working practices during rehearsals 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:

- research and development of ideas to fulfil the commission, which should include the work of professionals and others in the performing arts industry
- professionalism while working on the development of appropriate materials
- preparedness for the performance.

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 commission 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 evaluations for all candidates must be marked prior 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 commission. Candidates should have developed an awareness of how to:

- **plan** a response to the commission
- **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 commission.

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 **two** proposals for a performance in response to the commission and present them to the commissioner (the teacher in role). The commissioner will make the final decision on the content.

The commissioner's choice of proposal must be clearly stated.

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 any other areas of expertise required.

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

Your research must include work produced by others, and there should be evidence of experimentation with materials and techniques to develop your ideas.

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

Health and safety issues must be thoroughly considered as part of your risk assessment.

What you have to do

The teacher will act as the commissioner and will present the commission in an initial production meeting. This will allow you to discuss the most appropriate response and to make some decisions about the areas of research for materials to include in the performance. You will be able to ask questions.

You should:

- **explore** sources of material and develop creative opportunities, paying particular attention to the constraints and considerations of the commission
- **research** the work of other performers, designers or technicians and adapt suitable approaches
- **decide** on the suitability of the ideas or suggestions to be presented to the commissioner
- **present** the materials to the commissioner who will make the final choice
- **consider** the roles and responsibilities needed for the project management and performance
- **select** a range of technologies, equipment and designs to enhance the performance.

Group members will usually take on more than one role: for example, help prepare publicity or props while undertaking a performance role. Contingency plans and action planning will ensure all areas are on target.

You must work appropriately on your chosen area or skill to ensure you are ready for the performance of the commission. The prepared response to the commission will form the content of Unit 4: Final performance/designs for the chosen commission and will be performed in front of the teacher and an audience.

During the preparation period you should be working as effectively as possible on developing and improving your skills and techniques. The work that you produce should be in keeping with accepted professional standards for your chosen area of performing arts.

There are **four** phases in the development of the response to the commission. You should:

- **clarify** the requirements of the commission and carry out effective research of materials and sources to support the creation of the performance
- **develop** and **refine** your contribution for the performance
- **review** your own work and that of others to ensure that the outcome is fulfilling the commission
- **evaluate** whether the final outcome has met the commission.

You must evaluate your contribution to planning, preparation and skills development. The evaluation should be 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 during rehearsals 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 Commission

The National Science Museum is organising performance events throughout the country.

- The theme is '**Explorations of Space**'.
- The target audience is local communities.
- The objective is education through entertainment.
- The constraints are:
 - you will research appropriate venues and choose one for your performances
 - you will be expected to put on **three** performances in local performance venues
 - you will put on a performance each day at 7.00pm. You must take into consideration time for get-in and get-out.

Your company must present **two** performance proposals for consideration by the commissioner. The proposals should include the following:

- evidence of research into the needs of the target audience
- evidence of research into the facilities and layout of the venues
- evidence of the range of materials which are suitable for inclusion in the performance
- an indication as to how the styles and types of performances will be suitable for the commission.

Unit 4: 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 select their skills for the Commission at an excellent level.</p> <p>They take on roles and responsibilities for planning and research at an excellent level.</p> <p>They follow work-related rehearsal methods and respond to direction at an effective and creative level.</p> <p>They show a thorough understanding of their performance needs and equipment.</p> <p>They show a thorough understanding of health and safety factors during the development of the Commission.</p>	<p>Candidates select their skills for the Commission at an effective level.</p> <p>They take on roles and responsibilities for planning and research at an effective level.</p> <p>They follow work-related rehearsal methods and respond to direction at an effective level.</p> <p>They show a good understanding of their performance needs and equipment.</p> <p>They show a good understanding of health and safety factors during the development of the Commission.</p>	<p>Candidates select their skills for the Commission at a reasonable level.</p> <p>They take on roles and responsibilities for planning and research at a reasonable level.</p> <p>They follow work-related rehearsal methods and take direction at a reasonable level.</p> <p>They show a reasonable understanding of their performance needs and equipment.</p> <p>They show a reasonable understanding of health and safety factors during the development of the Commission.</p>	<p>Candidates decide on their skills for the Commission at a limited level.</p> <p>They take on roles and responsibilities for planning and research at a limited level.</p> <p>They follow work-related rehearsal methods and take direction at a limited level.</p> <p>They show a limited understanding of their performance needs and equipment.</p> <p>They show a limited understanding of health and safety factors during the development of the Commission.</p>	<p>Candidates agree their skills for the Commission at a basic level.</p> <p>They take on roles and responsibilities for planning and research at a basic level.</p> <p>They follow work-related rehearsal methods and take direction at a basic level.</p> <p>They show a basic understanding of their performance needs and equipment.</p> <p>They show a basic understanding of health and safety factors during the development of the Commission.</p>	<p>Work not worthy of any credit.</p>

Assessment marking criteria Final performance/ designs Max mark: 30	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
	<p>Candidates demonstrate a thorough ability to apply skills and techniques consistently and effectively during the performance.</p> <p>The performance of the Commission is consistent, effective and perceptive with fluency and effective control.</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>Candidates show a thorough understanding of communication with the audience.</p>	<p>Candidates demonstrate a good ability to apply skills and techniques consistently during the performance.</p> <p>The performance of the Commission is consistent and imaginative with fluency and control.</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>Candidates show a good understanding of communication with the audience.</p>	<p>Candidates demonstrate a reasonable ability to apply skills and techniques during the performance.</p> <p>The performance of the Commission is consistent and accurate with expression and control.</p> <p>The work is rehearsed 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>Candidates show a reasonable understanding of communication with the audience.</p>	<p>Candidates demonstrate a limited ability to apply skills and techniques during the performance.</p> <p>The performance of the Commission is accurate with limited expression and control.</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>Candidates show a limited understanding of communication with the audience.</p>	<p>Candidates demonstrate a basic ability to apply skills and techniques during the performance.</p> <p>The performance of the Commission may show inconsistencies or lack of concentration.</p> <p>The work is rehearsed and shows a basic level of expression.</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>Candidates show a basic attempt to communicate with the audience.</p>	<p>0 marks</p> <p>Work not worthy of any credit.</p>
<p>Assessment marking criteria Evaluation of own work Max mark: 15</p>	<p>Candidates show a thorough evaluation of their contribution to planning and research.</p> <p>Candidates show a thorough critical evaluation of their skills development for the Commission, using work-related language.</p> <p>Candidates show a thorough critical evaluation of the process of development of the Commission.</p>	<p>Candidates show a good evaluation of their contribution to planning and research.</p> <p>Candidates show a good critical evaluation of their skills development for the Commission, using work-related language.</p> <p>Candidates show a good critical evaluation of the process of development of the Commission.</p>	<p>Candidates show a reasonable evaluation of their contribution to planning and research.</p> <p>Candidates show a reasonable critical evaluation of their skills development for the Commission, using work-related language.</p> <p>Candidates show a reasonable evaluation of the process of development of the Commission.</p>	<p>Candidates show a limited evaluation of their contribution to planning and research.</p> <p>Candidates show a limited critical evaluation of their skills development for the Commission, using limited technical language.</p> <p>Candidates show a limited evaluation of the process of development of the Commission.</p>	<p>Candidates show a basic evaluation of their contribution to planning and research.</p> <p>Candidates show a basic evaluation of their skills development for the Commission, using basic technical language.</p> <p>Candidates show a basic evaluation of the process of development of the Commission.</p>	<p>0 marks</p> <p>Work not worthy of any credit.</p>