



# **Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts**

## **Specification**

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Issue 3

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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## Pearson BTEC Tech Awards – introduction

### About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

### About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific knowledge and technical skills in a practical learning environment. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

### About the performing arts sector

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress post-16.

**Summary of Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts specification Issue 3 changes**

Summary of changes made between previous issue and this current issue	Page/section number
Reference to learners in Northern Ireland and Wales was included in the Pearson BTEC Tech Awards – introduction section.	Introduction
Changes throughout Components 1, 2 and 3 to enable production arts to access the content and assessment.	Page reference (throughout)
Rules specifying the qualification has no pathways and can only be taken once have been clarified.	Pages 2, 46 and 49
<p>Component 1:</p> <ul style="list-style-type: none"> <li>• References to stylistic qualities have been clarified in the teaching content for Learning Aim A1 and <i>Essential information for assessment decisions</i> for Learning Aim A</li> <li>• Information on the scope of performance works and styles in <i>Essential information for assessment decisions</i> for Learning Aim A has been revised</li> <li>• The <i>Essential information for assessment decisions</i> for Learning Aim B has been revised to clarify details on learners' practical understanding and breadth of repertoire explored.</li> </ul>	<p>Pages 8, 14 and 15</p> <p>Pages 14 and 15</p> <p>Pages 16 and 17</p>
Reference to CCEA Regulation and Qualifications Wales was included in Section 8, paragraph 2.	Page 49

## Contents

<b>1</b>	<b>Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts – purpose</b>	<b>1</b>
	Who is the qualification for?	1
	What does the qualification cover?	1
	What can the qualification lead to?	1
<b>2</b>	<b>Structure</b>	<b>2</b>
	Total Qualification Time	2
	Components	2
	Assessment	3
	Language of assessment	4
	Grading of the qualification	4
<b>3</b>	<b>Components</b>	<b>5</b>
	Understanding your components	5
	Component 1: Exploring the Performing Arts	7
	Component 2: Developing Skills and Techniques in the Performing Arts	19
	Component 3: Responding to a Brief	33
<b>4</b>	<b>Planning your programme</b>	<b>39</b>
	Is there a learner entry requirement?	39
	What level of sector knowledge is needed to teach this qualification?	39
	What resources are required to deliver this qualification?	39
	How does this qualification contribute to Key Stage 4 learning?	39
	What makes good vocational teaching?	39
<b>5</b>	<b>Internal assessment</b>	<b>40</b>
	Principles of internal assessment	40
	Operating internal assessment	40
	Setting assignments	41
	Making valid assessment decisions	42
<b>6</b>	<b>Quality assurance</b>	<b>45</b>
	Centre and qualification approval	45
	Continuing quality assurance and standards verification	45
<b>7</b>	<b>External assessment</b>	<b>47</b>
	Role of external assessment for the BTEC Tech Award suite	47
	Set task	47
	Timing of external assessment	47
	Sample assessment materials	47
	Conduct of set tasks for external assessment	48
	Pearson marking and awarding grades	48

<b>8</b>	<b>Final grading and awarding</b>	<b>49</b>
	Awarding and reporting for the qualification	49
	Eligibility for an award	49
	Calculation of the qualification grade	49
	Examples of grade calculations based on table applicable to registrations from September 2017	51
<b>9</b>	<b>Administrative arrangements</b>	<b>52</b>
	Introduction	52
	Learner registration and entry	52
	Access to assessment	52
	Administrative arrangements for internal assessment	52
	Administrative arrangements for external assessment	53
	Additional documents to support centre administration	56
<b>10</b>	<b>Resources and support</b>	<b>57</b>
	Support for setting up your course and preparing to teach	57
	Support for teaching and learning	57
	Support for assessment	57
	Training and support from Pearson	58
	<b>Appendix 1</b>	<b>59</b>
	Glossary of terms used for internally-assessed components	59

# 1 Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts – purpose

## Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Qualification Number: 603/0406/6), is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying acting, dance or musical theatre as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

## What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in Performing Arts such as reproducing repertoire or responding to stimuli
- process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the Performing Arts, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.

This Award complements the learning in GCSE programmes such as GCSE Drama and GCSE Dance by broadening experience and skills participation in different type of performance activities with the opportunity to practically apply your knowledge and skills, through project work such as developing ideas and performing for specific audiences.

## What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Performing Arts or Production Arts areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- study of Performing Arts post-16 through the study of a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the performing arts sector.

## 2 Structure

### Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts has:

- Total Qualification Time: 150 hours
- Guided Learning: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

### Components

Learners are required to complete and achieve all the components included in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Component number	Component title	GLH	Level	How assessed
1	Exploring the Performing Arts	36	1/2	Internal
2	Developing Skills and Techniques in the Performing Arts	36	1/2	Internal
3	Responding to a Brief	48	1/2	Synoptic External

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

**Note:** Learners cannot do the qualification more than once and there are no listed pathways.



## Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts industry and specialist skills and techniques at Levels 1 and 2.

### Internal assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- the development and application of skills such as: practical and interpretative, rehearsal and performance. in acting, dance and/or musical theatre, through workshops and classes
- reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

You will make grading decisions based on the requirements and supporting guidance given in the components. For further information on using and assessing through assignments, including resubmissions, see *Section 5*.

### Synoptic external assessment

There is one external assessment, Component 3 that provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

*Component 3: Responding to a Brief* requires learners to apply performances skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of a set task/external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total guided learning hours of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

Component	Description of task	Availability
<b>Component 3: Responding to a brief</b>	<ul style="list-style-type: none"> <li>• Task set and marked by Pearson completed under supervised conditions.</li> <li>• Twelve weeks before the supervised assessment period, learners will be provided with the set task in order to carry out the development of creative ideas and rehearsal for the Workshop Performance.</li> <li>• The set task will be completed in three hours within the period timetabled by Pearson.</li> <li>• 60 marks.</li> </ul>	<b>May/June each year, from 2019 onwards</b>

## Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9*.

## Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Centres report outcomes at five grade points. Please see *Section 5* for guidance on how to assess. Each component has detailed information on how to assess across the grades.

The externally-assessed component is marked and awarded on a continuum using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction. The outcome is reported at six grade points from Level 1 Pass to Level 2 Distinction. Learners will also receive a points score.

The difference in the grade scale for internal and external components reflects how the final component discriminates performance more fully. This is because of the synoptic nature of the assessment in which a Level 1 Distinction grade is one where there is evidence at Level 2 in part but does not draw consistently on content across the breadth of the qualification.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction\*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8* for more information on the approach we are using to grade qualifications.

The relationship between qualification grading scales and component grades will be subject to regular review as part of Pearson’s standards monitoring processes. Reviews are carried out on the basis of learner performance and in consultation with key users of the qualification.

## 3 Components

### Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and digest this section.

#### Internal components

Section	Explanation
<b>Component in brief</b>	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
<b>Component introduction</b>	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
<b>Learning aims</b>	These define the scope of the knowledge and skills that a learner will acquire in the component.
<b>Teaching content</b>	This states the knowledge and skills that must be taught. All content is mandatory and includes some examples, denoted as 'e.g.', of what must be delivered.
<b>Suggestions for delivery</b>	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
<b>Essential information for setting assignments</b>	This gives you information on how full assignments can be developed for each learning aim.
<b>Assessment criteria</b>	Assessment criteria state the levels of achievement that a learner must demonstrate in their assessment to meet the learning aims. Assessment criteria are used by assessors to determine grading levels for an assessment.
<b>Essential information for assessment decisions</b>	This section gives guidance on the evidence learners are expected to provide to reach the Level 1 Pass, Merit and Level 2 Pass, Merit and Distinction standards. It also gives examples and clarification.
<b>Resource requirements</b>	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see <i>Section 10</i> .

## External components

Section	Explanation
<b>Component in brief</b>	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
<b>Component introduction</b>	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
<b>Summary of assessment</b>	Sets out the type of external assessment used and the way it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
<b>Essential content</b>	This gives the content that must be taught for the externally-set task. Content will be sampled through the external assessment over time.
<b>Grade descriptors</b>	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.

## Component 1: Exploring the Performing Arts

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

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### Component in brief

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

### Introduction

To develop as a performer and/or designer you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance, or musical theatre) and/or designer across a range of performances and performance styles.

You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.

This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.

### Learning aims

- A** Examine professional practitioners' performance work
- B** Explore the interrelationships between constituent features of existing performance material.

## Teaching content

### Learning aim A: Examine professional practitioners' performance work

#### A1 Professional practitioners' performance material, influences, creative outcomes and purpose

Learners will examine live and recorded performances in order to develop their understanding of practitioners' work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose.

Learners will gain a practical appreciation of practitioners' work in using existing performance material in acting, dance or musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

- Acting styles and genres such as absurdism, classical, comedy, *commedia dell'arte*, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.
- Dance styles such as ballet, contemporary, jazz, tap, urban, international.
- Musical theatre styles such as book musicals, chamber musicals, concept musicals, comic musicals, jukebox musicals, musical revues, operetta, rock musicals.
- Creative stylistic qualities, to include:
  - treatment of theme/issue
  - production elements
  - form/structure/narrative
  - response to stimulus
  - style/genre
  - contextual influences
  - collaboration with other practitioners
  - influences by other practitioners.
- Purpose and its influence on stylistic qualities, to include:
  - to educate
  - to inform
  - to entertain
  - to provoke
  - to challenge viewpoints
  - to raise awareness
  - to celebrate.

#### A2 Practitioners' roles, responsibilities and skills

Learners will examine the roles, responsibilities and skills of practitioners, developing their knowledge and understanding of how they contribute to performance.

- Performance roles such as:
  - actor
  - dancer
  - singer.
- Non-performance agreed roles such as:
  - choreographer
  - director
  - writer
  - designer.

- Responsibilities such as:
  - rehearsing
  - performing
  - contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing
  - refining performance material
  - managing self and others.
- Skills such as:
  - physical, vocal and music skills used by performers
  - managing and directing skills used by a choreographer, artistic director, casting director or musical director
  - communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer
  - creative skills, such as designing set, costume, lighting or sound, writing scripts and composing songs by a playwright or songwriter
  - organisational skills used to put on a performance by a director or choreographer.

### **Learning aim B: Explore the interrelationships between constituent features of existing performance material**

Learners may participate as a performer and/or designer in one or more of the following performance disciplines: acting, dance and musical theatre.

Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire.

#### **B1 Processes used in development, rehearsal and performance**

- Processes, to include:
  - responding to stimulus to generate ideas for performance material
  - exploring and developing ideas to develop material
  - discussion with performers
  - setting tasks for performers
  - sharing ideas and intentions
  - teaching material to performers
  - developing performance material
  - organising and running rehearsals
  - refining and adjusting material to make improvements
  - providing notes and/or feedback on improvements.

#### **B2 Techniques and approaches used in performance**

- Techniques such as:
  - rehearsal
  - production
  - technical rehearsal
  - dress rehearsal
  - performance
  - post-performance evaluation/review.

## Suggestions for delivery

**Learners can meet the requirements of this Component as a performer and/or designer.**

Successful delivery of this component will allow learners to develop their knowledge and understanding of performance styles and working as a performer or designer in acting, dance and musical theatre, and how the roles and responsibilities of practitioners contribute and influence them.

You may choose to deliver this component alongside *Component 2*. Assignments can focus on each learning aim or you can combine them within or across components.

## Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

### Learning aim A: Examine professional practitioners' performance work

#### Description

Learners will access recorded and/or live examples of performance styles and discipline(s). This will give them the opportunity to examine practitioners' work in order to develop their understanding of influences, outcomes and purpose.

Learners will watch, discuss and take notes with reference to:

- creative intention and purpose
- performance and non-performance roles and related responsibilities.

This will contribute to their extended writing, blog, demonstration or presentation.

#### Example task(s)

With reference to a selected theme:

- analyse repertoire from three performance styles in one or more of the following disciplines: acting, dance, musical theatre
- consider the roles and responsibilities, creative intention, key influences and purpose
- make comparisons between stylistic qualities, using examples to back up your knowledge
- consider how practitioners contribute to the performance process and how their roles and responsibilities differ depending on the performance, style and outcome.

#### Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- extended writing
- a blog
- a PowerPoint® presentation.



**Learning aim B: Explore the interrelationships between constituent features of existing performance material****Description**

Learners will explore short extracts of repertoire in workshops and classes as a performer and/or designer, allowing them to develop their understanding of the processes, techniques and approaches used, and the interrelationships of constituent features within the created performances, from one or more of the three performance disciplines: acting, dance, musical theatre.

Learners will access workshops and classes. This will allow them to take part in practical activities to develop knowledge and understanding of the interrelationships within short extracts of repertoire, from one or all performing arts disciplines, including acting, dance and musical theatre.

Learners should explore the creative methods practically and theoretically, taking notes during the process. This will contribute to their final evidence.

**Example task(s)**

With reference to examples of repertoire, explore in practical workshops:

- the processes, techniques and approaches used by practitioners
- the interrelationships between constituent features within the created performance work.

Learners must use a combination of practice and theory to draw conclusions about processes, techniques, approaches and interrelationships.

**Evidence**

Evidence must fully meet the requirements of the assessment criteria and could include:

- teacher observations
- recordings of workshops
- extended writing,
- a blog
- a PowerPoint presentation.

## Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Examine professional practitioners' performance work</b>				
<p><b>A.1P1</b> Outline some key features of practitioners' work, using limited examples from one or more performance styles.</p> <p><b>A.1P2</b> Outline the roles, responsibilities and skills of practitioners, using limited examples from one or more performance styles.</p>	<p><b>A.1M1</b> Outline some stylistic qualities of practitioners' work, using examples of performance from one or more performance styles.</p> <p><b>A.1M2</b> Outline the roles, responsibilities and skills of practitioners, using examples from one or more performance styles.</p>	<p><b>A.2P1</b> Describe the stylistic qualities of practitioners' work, with reference to relevant examples across three performance styles.</p> <p><b>A.2P2</b> Describe the roles, responsibilities and skills of practitioners, using relevant examples across three performance styles.</p>	<p><b>A.2M1</b> Discuss the stylistic qualities of practitioners' work using appropriate examples to justify how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</p>	<p><b>A.2D1</b> Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</p>
<b>Learning aim B: Explore the interrelationships between constituent features of existing performance material</b>				
<p><b>B.1P3</b> Identify the processes, skills and approaches used by practitioners to create performance work, with limited reference to examples of repertoire.</p> <p><b>B.1P4</b> Outline the interrelationships between components used in performance, with reference to limited examples of repertoire.</p>	<p><b>B.1M3</b> Identify the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples of repertoire.</p> <p><b>B.1M4</b> Outline the interrelationships between components used in performance, with reference to basic examples of repertoire.</p>	<p><b>B.2P3</b> Describe the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples of repertoire.</p> <p><b>B.2P4</b> Describe the interrelationships between components used in performance, with reference to relevant examples of repertoire.</p>	<p><b>B.2M2</b> Discuss the interrelationships between processes, skills and approaches used by practitioners, with appropriate reference to examples of repertoire used to demonstrate how they contribute to performance work.</p>	<p><b>B.2D2</b> Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.</p>

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Overall component grade</b>				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies <b>either:</b> all Level 1 Merit criteria <b>or</b> all Level 1 Pass criteria <b>and</b> B.2P3, B.2P4.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies <b>either:</b> all Level 2 Merit criteria <b>or</b> all Level 2 Pass criteria <b>and</b> B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

## Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

### Learning aim A: Examine professional practitioners' performance work

**Evidence for the assignment:** learners will produce a written report, presentation, vlog or other similar evidence of understanding of the stylistic qualities of a range of live and/or recorded dance, acting and musical theatre performances. At Level 2, learners will investigate the work of practitioners and how it contributes to the creative intentions and purpose of the piece using examples from across three performance styles. At Level 1, learners will present partial evidence drawn from one performance work or limited aspects of several performance works. At Level 1, learners will draw on some but not all key features.

**For Level 2 Distinction:** learners will analyse performance work through assessing how roles, responsibilities and skills of practitioners contribute to the creative intentions and purpose of the piece. Learners will present and justify considered selected examples.

For example, in response to how stylistic qualities are used, a Distinction learner would be able to:

- give specific examples of how stylistic qualities have been used in different performance styles, for example ballet, jazz, street
- analyse the roles, responsibilities and contributions of practitioners in relation to a number of performance styles, e.g. naturalism, physical theatre, epic theatre.

Learners' analysis and findings will be presented to a high standard, with accurate use of subject-specific terminology and effective presentation techniques.

**For Level 2 Merit:** learners will discuss the stylistic qualities of performance work, exploring how practitioners' roles, responsibilities and skills contribute to creative intentions and purpose.

Learners will use appropriate examples to demonstrate their knowledge and understanding.

For example, in response to how stylistic qualities are used, a Merit learner would be able to:

- give examples of how stylistic qualities have been used in different disciplines, e.g. ballet, jazz, street
- describe the roles, responsibilities and contributions of practitioners in relation to a number of performance styles, e.g. naturalism, physical theatre, epic theatre.

Learners' work will be presented using appropriate presentation techniques and subject-specific terminology.

**For Level 2 Pass:** learners will describe the stylistic qualities of performance works in at least three different styles and the contribution of practitioners, making adequate connections to creative intention, purpose, or the effectiveness of performance in relation to practitioners' roles and responsibilities.

Learners will provide relevant examples from the work that they have studied.

For example, in response to how a particular performance piece is interpreted for intention and purpose, a Level 2 Pass learner would give examples, such as:

- the purpose of the work
- using the language of the particular discipline, e.g. the language of ballet
- describing the strengths of the work and how that relates to the roles and responsibilities of practitioners.

Evidence will include a relevant level of detail, with mostly accurate use of subject-specific terminology and presentation techniques.

**For Level 1 Merit:** learners will identify the stylistic qualities of at least one live or recorded acting, dance or musical theatre performance and the contribution of practitioners, making some connections to creative intention and purpose of the performance in relation to practitioners' roles and responsibilities.

Basic examples used to support their knowledge and understanding may not all be relevant or appropriate but will demonstrate a level of detail.

For example, in response to how a particular performance piece is interpreted for intention and purpose, a Level 1 Merit learner would give examples, such as:

- the purpose of the work
- using the language of the particular discipline, e.g. the language of ballet
- outlining the strengths of the work and how that relates to the roles and responsibilities of practitioners.

Evidence will include some detail and may be presented as expanded lists or bullet points. Some use of subject-specific terminology will be demonstrated.

**For Level 1 Pass:** learners will identify some of the generally important features of the style of at least one live or recorded acting, dance or musical theatre performance. They will also identify the contribution that practitioners' make to the final outcome.

Examples selected may not be relevant or appropriate.

For example, a Level 1 Pass learner would be able to:

- identify that performances can be delivered through musical theatre, dance or acting, perhaps mentioning specific examples
- identify that musical theatre, dance and/or acting include roles such as performers, directors, choreographers, writers.

Work will lack detail and may be presented in lists or bullet points. Limited use of subject-specific terminology will be demonstrated.

### **Learning aim B: Explore the interrelationships between constituent features of existing performance material**

**Evidence for the assignment:** learners will produce a written report, presentation, or other similar evidence, confirming their knowledge and understanding of the interrelation of constituent features used within created performance work.

At Level 2, learners will explore examples across existing performing arts repertoire with reference to processes, techniques and approaches used by creative practitioners such as directors, choreographers, performers and designers.

At Level 1, learners will present partial evidence drawn from limited examples of repertoire. At Level 1, learners will draw on some of the interrelationships used.

**For Level 2 Distinction:** learners will select and analyse considered examples of existing repertoire, demonstrating the interrelationship of processes, techniques and approaches used in performance work.

The performing arts repertoire explored could consist of extracts of several different pieces of work, for example Merce Cunningham (dance), Bertolt Brecht (acting), Oscar Hammerstein II or in one discipline, e.g. Stephen Sondheim, Kander and Ebb, Gilbert and Sullivan (all musical theatre).

Learners will consistently demonstrate competent practical appreciation and understanding of processes, techniques and approaches, as performers and/or designers.

Learners will communicate their findings effectively, demonstrating comprehensive understanding. They will use appropriate presentation techniques and accurate subject-specific terminology.

**For Level 2 Merit:** learners will select appropriate examples of existing performing arts repertoire, demonstrating and describing the interrelationship of processes, techniques and approaches used in performance work.

The performing arts repertoire referred to could consist of extracts of different pieces of work, for example Merce Cunningham (dance), Bertolt Brecht (acting), Oscar Hammerstein II or in one discipline, e.g. Stephen Sondheim, Kander and Ebb, Gilbert and Sullivan (all musical theatre).

Learners will demonstrate clear practical appreciation and understanding of processes, techniques and approaches, as performers and/or designers.

Learners will communicate their findings clearly, demonstrating detailed understanding. They will use appropriate presentation techniques and subject-specific terminology.

**For Level 2 Pass:** learners will select examples of existing performing arts repertoire, describing how practitioners create work with reference to processes, techniques and approaches, demonstrating adequate understanding of the interrelationships of constituent features used in performance work.

The performing arts repertoire covered could consist of extracts of different pieces of work, for example Merce Cunningham (dance), Bertolt Brecht (acting), Oscar Hammerstein II or in one discipline, e.g. Stephen Sondheim, Kander and Ebb, Gilbert and Sullivan (all musical theatre).

Learners will demonstrate developing practical appreciation and understanding of processes, techniques and/or approaches, as performers and/or designers.

Learners will communicate their findings, demonstrating adequate understanding. Evidence will include some level of detail, with mostly accurate use of subject-specific terminology and presentation techniques.

**For Level 1 Merit:** learners will refer to basic examples of existing performing arts repertoire, identifying how practitioners create work with reference to processes, techniques and approaches, demonstrating basic understanding of the interrelationships of constituent features used in performance work.

Learners will demonstrate superficial understanding and practical appreciation of processes, techniques and/or approaches, as performers and/or designers.

Work will be communicated in expanded lists or bullet points. Some use of subject-specific terminology will be demonstrated.

**For Level 1 Pass:** learners will refer to limited examples of repertoire, with limited understanding of how practitioners create work with reference to processes, techniques and approaches, and the interrelationships of constituent features used in performance work.

Learners will demonstrate tentative understanding of processes, techniques and/or approaches, as performers and/or designers.

Work will lack detail and may be presented in lists or bullet points. Limited use of subject-specific terminology will be demonstrated.

## COMPONENT 1: EXPLORING THE PERFORMING ARTS

### Resource requirements

For this component, learners must have access to:

- a performing arts studio (preferably with sprung floor and mirrors for dance work), a sound system and rehearsal space
- a range of existing performance materials as appropriate to the discipline, e.g. play scripts, DVDs/recordings of existing performances/repertoire, resource packs, music scores and libretti, choreographic/musical notation, etc.
- a library and/or internet resources to carry out underpinning research
- video recording and playback facilities to support development throughout the component and for recording of presentations
- an internet connection and digital resources.
- suitable equipment to support their choices depending on their specific design roles. They will also require space(s) to carry out their roles effectively.



## Component 2: Developing Skills and Techniques in the Performing Arts

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

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### Component in brief

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

### Introduction

Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a variety of disciplines such as through performing or designing in any performance style from acting, dance or musical theatre.

In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

Throughout your development, you will review your own progress and consider how to make improvements.

Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in performing arts, where skills and techniques are looked at in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.

### Learning aims

- A** Develop skills and techniques for performance
- B** Apply skills and techniques in rehearsal and performance
- C** Review own development and contribution to the performance

## Teaching content

### Learning aim A: Develop skills and techniques for performance

Learners will participate in workshops and classes to develop performance and or design, and interpretative skills and techniques appropriate to the selected discipline, for example acting, dance, musical theatre; and style, for example physical theatre, jazz dance and concept musical with reference to existing repertoire.

#### A1 Development of performance/design and interpretative skills

- Performance skills needed by performers including:
  - physical skills relevant to the performance discipline such as: actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of breath, use of weight.
  - vocal and musical skills relevant to the performance discipline such as: clarity and articulation, projection, breath control, remembering lines, pitch, inflection and modulation, tone and vocal colour, phrasing, pace, use of pause, tuning, rhythm, timing, following an accompaniment, communicating the meaning of a song, learning songs, projection and placing of the voice, interpreting lyrics, phrasing, musicality, characterisation, expression.
  - other performance and interpretative skills relevant to the performance discipline such as: awareness of the performance space and audience, interaction with and response to other performers, focus, energy and commitment, handling and use of props, set, costume, makeup and masks, emphasis, projection, use of space, awareness and appreciation of sound accompaniment, for example following the accompaniment, musicality, facial expression, tuning, rhythm and timing, stage presence, energy.
- Design skills needed by designers relevant to the performance discipline, such as:
  - costume – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. annotated drawings showing construction methods and materials
  - set – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale plans, 3-D models and annotated drawings
  - props – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale plans, 3-D models and annotated drawings
  - masks – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale plans, 3-D models and annotated drawings
  - makeup – interpreting the director’s brief, researching, developing and shaping ideas, e.g. mood boards, producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. facial plan
  - lighting – interpreting the director’s brief, researching, developing and shaping ideas, e.g. producing draft sketches, pitching ideas, making changes, refining ideas and creating final designs, e.g. scale lighting plans, CAD models and annotated drawings
  - sound – interpreting the director’s brief, research, developing and shaping ideas, e.g. pitching ideas, sourcing soundtracks, recording effects, trialling sound elements, making changes, refining ideas and creating and communicating final designs.

### **A2 Develop skills and techniques during the rehearsal process**

Learners will participate in rehearsal practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire.

- For performers: repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography.
- Experimenting with skills and techniques appropriate to the role selected.
- Reproducing repertoire, such as:
  - interpreting and developing a character
  - communicating a style or genre
  - combining separate elements of a piece (score, choreography and libretto)
  - developing the relationship between musical, lyrical and spoken elements
  - communicating themes and ideas
  - interpreting and realising design elements from existing performance material.
  - responding to direction, such as:
    - applying health and safety procedures
    - being prepared, warming up and cooling down
    - positive response to teacher instruction and feedback
    - peer feedback
    - absorbing and applying feedback and corrections.
- Reviewing and recording development of skills, techniques and progress in logbook.
- Behaviours and attitudes when working with others such as cooperation, being supportive, listening to others, punctuality, consistency, commitment, reliability, being prepared, being respectful of others' opinions and skills.

### **Learning aim B: Apply skills and techniques in rehearsal and performance**

#### **B1 Application of skills and techniques during rehearsal**

Learners will apply skills and techniques during the rehearsal and development process to support their development.

- Skills and techniques, such as:
  - physical
  - vocal
  - musicality
  - interpretative
  - stylistic
  - interaction with the group
  - interaction in performance
  - refining ideas
  - communicating design ideas e.g. pitch, presentation.

## COMPONENT 2: DEVELOPING SKILLS AND TECHNIQUES IN THE PERFORMING ARTS

### **B2 Application of skills and techniques in/for performance**

- Learners will apply/realise skills and techniques during the performance of existing repertoire.
- Application of performance/design skills appropriate to performance repertoire.
- Application of interpretative skills such as expression, character, mood and atmosphere.
- Application of stylistic characteristics particular to the style or genre.
- Communicating meaning of repertoire through:
  - interpretation and realisation of creative intentions
  - demonstrating the appropriate style and influences
  - expressive use of voice and/or movement and/or design elements to communicate meaning to an audience.

### **Learning aim C: Review own development and contribution to the performance**

Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances.

The review can include recordings, annotations and/or written content.

#### **C1 Review own development of skills and techniques in/for performance**

- Developing skills such as physical, vocal, musical, design and interpretative.
- Responding to feedback, e.g. teachers, instructors, peers.
- Identifying strengths and areas for development.
- Actions and targets for improvement.
- Reference to professional working practices.
- Use of terminology appropriate to the discipline/style of performance.

#### **C2 Review own application of skills and techniques in/for performance**

- Applying skills such as physical, vocal, musical, design and interpretative.
- Responding to audience feedback.
- Identifying strengths and areas for future development.
- Actions and targets for future performances.
- Reference to professional working practices.
- Use of terminology appropriate to the discipline/style of performance.

### Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of performance styles, roles and responsibilities in order to develop their techniques, and practical and interpretative skills through the rehearsal, development and performance process. They will learn how to review their own practices to support development and progress in one or more of acting, dance and musical theatre disciplines through workshops, classes and performance and or design.

Learners can meet the requirements of this Component as a performer or as a designer.

Learners taking design are required to communicate their design intention using appropriate documentation, through a pitch or presentation. The design must be realised, but not necessarily constructed/made/applied by the individual learner (for example, a learner may design a pitch for an item of costume and may construct the costume or provide instructions for others to construct the item).

You may choose to deliver this component alongside *Component 1*. Assignments can focus on each learning aim or you can combine them within or across components.

### Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

#### Learning aim A: Develop skills and techniques for performance

##### Description

Learners will participate in workshops and classes, developing performance or design skills, e.g. physical, vocal, musical and interpretative skills, and techniques, focusing on one or more of the following disciplines: acting, dance and musical theatre.

Learners will explore the styles practically; practising and refining skills and techniques, through rehearsal and development process.

If performing phrases or extracts of repertoire may be practised and repeated to help develop movement memory and recall, using techniques such as blocking.

Learners will develop teamwork skills such as cooperation and negotiation.

##### Example task(s)

- Select a performance strand, associated style and role e.g. performer or designer
- Discuss the requirements in terms of technical and interpretative skills. Try to focus on specific skills and techniques required.
- Develop technical and interpretative skills and techniques relating to your selected strand and style, through participation in workshops/classes.
- Apply rehearsal skills during workshops/classes, refining material and exercising teamwork skills.

##### Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- teacher observations
- recordings of workshops/classes
- peer observations.

### Learning aim B: Apply skills and techniques in rehearsal and performance

#### Description

Learners will apply performance or design skills and techniques in a workshop performance (individual or group). They will communicate existing material in a selected style within their chosen discipline, e.g. Stephen Sondheim, Kander and Ebb, Gilbert and Sullivan (all musical theatre), demonstrating their knowledge and understanding of performance, process and practices.

Performances will be reproductions of repertoire rather than learner-devised work.

#### Example task(s)

With reference to examples of repertoire:

- if performing, learn and memorise a chosen piece of repertoire
- if designing, interpret and design an element from a chosen piece of repertoire
- apply technical, stylistic and interpretative skills to the workshop performance.

#### Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- teacher observations
- recording – rehearsal, workshop performance.

### Learning aim C: Review own development and contribution to the performance

#### Description

Learners will reflect on their development and application of skills, techniques and working practices. They will provide a review that documents their progress from workshops through to rehearsals and performances.

The review can consist of:

- recordings (workshops, rehearsal, performance)
- annotations and/or written content.

#### Example task(s)

- Provide entries in your logbook, reviewing the progress you have made, focusing on strengths, areas for improvement and targets relating to technical, stylistic and interpretative skills.

#### Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- a logbook, to include:
  - video recordings
  - rehearsal/development/performance notes
  - strengths and improvements
  - target setting.

## Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Develop skills and techniques for performance</b>				
<b>A.1P1</b> Demonstrate limited development of performance or design and interpretative skills for performance or design during the rehearsal process.	<b>A.1M1</b> Demonstrate basic development of performance or design and interpretative skills for performance or design during the rehearsal process.	<b>A.2P1</b> Demonstrate appropriate development of performance or design and interpretative skills for performance or design during the rehearsal process.	<b>A.2M1</b> Demonstrate effective development of performance or design and interpretative skills, and techniques for performance or design during the rehearsal process.	<b>A.2D1</b> Demonstrate disciplined and organised development of performance or design and interpretative skills, and techniques for performance or design during the rehearsal process.
<b>Learning aim B: Apply skills and techniques in rehearsal and performance</b>				
<b>B.1P2</b> Apply limited technical skills during rehearsal when reproducing repertoire as a performer or designer. <b>B.1P3</b> Demonstrate limited application of technical, stylistic and interpretative skills during performance of existing repertoire as a performer or designer.	<b>B.1M2</b> Apply basic technical skills during rehearsal when reproducing repertoire as a performer or designer. <b>B.1M3</b> Demonstrate basic application of technical, stylistic and interpretative skills during performance of existing repertoire as a performer or designer.	<b>B.2P2</b> Select and apply relevant technical skills during rehearsal when reproducing repertoire as a performer or designer. <b>B.2P3</b> Demonstrate competent application of technical, stylistic and interpretative skills appropriate to the performance of existing repertoire as a performer or designer.	<b>B.2M2</b> Demonstrate appropriate selection, application and creative use of technical, stylistic and interpretative skills during rehearsal and for performance of existing repertoire as a performer or designer.	<b>B.2D2</b> Demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and for performance of existing repertoire as a performer or designer.

COMPONENT 2: DEVELOPING SKILLS AND TECHNIQUES IN THE PERFORMING ARTS

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim C: Review own development and contribution to the performance</b>				
<p><b>C.1P4</b> Identify own development of skills and techniques, with use of limited examples.</p> <p><b>C.1P5</b> Identify own application of skills and techniques in performance, with use of limited examples.</p>	<p><b>C.1M4</b> Identify own development of skills and techniques, strengths and areas for improvement, with use of basic examples.</p> <p><b>C.1M5</b> Identify own application of skills and techniques, strengths and areas for improvement in performance, with use of basic examples.</p>	<p><b>C.2P4</b> Describe own development of skills and techniques, using relevant examples to demonstrate strengths and areas for improvement.</p> <p><b>C.2P5</b> Describe own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.</p>	<p><b>C.2M3</b> Explain own development and application of skills and techniques, using appropriate examples to identify strengths and areas for improvement.</p>	<p><b>C.2D3</b> Analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.</p>
<b>Overall component grade</b>				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies <b>either:</b> all Level 1 Merit criteria <b>or</b> all Level 1 Pass criteria <b>and</b> C.2P4, C.2P5.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies <b>either:</b> all Level 2 Merit criteria <b>or</b> all Level 2 Pass criteria <b>and</b> C.2D3.	Learner evidence satisfies all Level 2 Distinction criteria.

Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.



### Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

#### Learning aim A: Develop skills and techniques for performance

**Evidence for the assignment:** learners will present recordings or be directly observed demonstrating their development of performance or design and interpretative skills and techniques in acting, dance and/or musical theatre during workshops, classes and rehearsal. This will be supported with information in their logbooks, documenting their knowledge, understanding and progress.

At Level 2, learners will develop and apply appropriate skills and techniques, engaging in the rehearsal and development process to support this. At Level 1, learners will demonstrate limited development of skills and techniques and commitment to the rehearsal process.

In addition, learners selecting design will also present a recording of a design pitch or a presentation and a portfolio of design documents, including the final design.

**For Level 2 Distinction:** learners will participate in workshops, demonstrating high standards of self-discipline, organisation and development of performance/design and interpretative skills.

Learners will respond to direction positively, seeking additional information where relevant, and striving to achieve the highest standards through absorbing feedback. Learners will adhere to schedules, working methodically through the process to support their development of skills and techniques by, for example: firstly, discussing intentions thoroughly, secondly, practising and refining skills and techniques, and finally, rehearsing extracts of repertoire or developing and refining design elements using extracts of repertoire.

Learners will demonstrate a consistently mature and professional approach in workshops and rehearsals, showing initiative, teamwork and leadership skills. Learners will communicate their intentions successfully through confident development and application of performance/design and interpretative skills in their chosen performance strand and style.

**For Level 2 Merit:** learners will participate in workshops and rehearsals, demonstrating an effective approach to the development of performance/design and interpretative skills in their chosen performance strand and style.

Learners will respond to direction positively and apply feedback effectively. They will refer to schedules, working logically through the process by, for example: firstly, discussing intentions secondly, refining material and finally, rehearsing extracts of repertoire or developing and refining design elements using extracts of repertoire.

Learners will demonstrate commitment and enthusiasm to workshops and rehearsals, showing teamwork and leadership skills. Learners will communicate effectively through development and application of performance/design and interpretative skills in their chosen performance strand and style.

**For Level 2 Pass:** learners will demonstrate appropriate application of performance/design and interpretative skills in their chosen performance strand or style during workshops and rehearsals, as a result of participating in the rehearsal and development process and adopting an effective approach.

They will respond to direction positively and apply most feedback effectively. Learners will refer to schedules, although this may not be consistent, working through the process by, for example: discussing ideas, refining material, rehearsing extracts of repertoire or developing and refining design elements using extracts of repertoire.

Learners will demonstrate commitment to workshops and rehearsals, showing some teamwork skills. Learners will demonstrate competent application of physical and/or vocal and interpretative skills within their chosen performance strand and style.

## COMPONENT 2: DEVELOPING SKILLS AND TECHNIQUES IN THE PERFORMING ARTS

**For Level 1 Merit:** learners will demonstrate suitable performance/design and interpretative skills in their chosen performance strand or style during workshops and rehearsals, as a result of participating in the rehearsal and development process and adopting a satisfactory approach.

Learners will respond to some direction and feedback positively. They will work through the process, although this may not be in a logical order, for example: practising skills and techniques, discussing ideas, rehearsing extracts of repertoire or developing and refining design elements using extracts of repertoire.

Learners will demonstrate some commitment to workshops and rehearsals, showing some teamwork skills, which may not be consistent. Learners will demonstrate suitable application of physical and/or vocal and interpretative skills within their chosen performance strand and style.

**For Level 1 Pass:** learners will demonstrate fundamental performance/design and interpretative skills in their chosen performance strand or style during workshops and rehearsals.

Their response to direction and feedback will be minimal. They will participate in some elements of the process, such as: practising skills and techniques or rehearsing extracts.

Learners will demonstrate limited commitment to workshops and rehearsals, showing inconsistent use of teamwork skills. Learners will demonstrate fundamental application of performance/design and interpretative skills in their chosen performance strand and style.

### **Learning aim B: Apply skills and techniques in rehearsal and performance**

**Evidence for the assignment:** learners will present recordings or be directly observed demonstrating application and use of technical, stylistic and interpretative skills when reproducing existing repertoire, during rehearsal and performance. This will be supported with information in their logbooks, documenting their progress and practice. At Level 2, learners will select and apply appropriate skills and techniques during rehearsal and performance. At Level 1, learners will apply basic skills and techniques during rehearsal and performance, demonstrating some competency in the reproduction of repertoire.

Learners selecting design must include photographic/video recordings of realised design element/s.

**For Level 2 Distinction:** learners will demonstrate confident selection, application and effective use of technical, stylistic and interpretative skills when reproducing existing repertoire, refining them during rehearsal to perfect their performance/design realisation.

During rehearsal, development and performance, learners will:

- confidently choose and apply technical skills, such as extension, alignment and gesture to a consistently high standard
- apply stylistic and interpretative skills, such as interaction with performers, energy and commitment to a consistently high standard or realising costume or set design for a naturalistic acting piece
- demonstrate and successfully communicate intention, such as conveying humour during an extract from a 'comedy of manners'.

Learners will demonstrate a high standard of technical proficiency in the reproduction of repertoire, applying stylistic, technical and interpretative skills with self-assurance and expertise. Meaning and purpose will be clear and highly effective. Learners will approach their work with initiative and professionalism, engaging in group activities with a consistently mature and positive manner.

**For Level 2 Merit:** learners will demonstrate appropriate selection, application and creative use of technical, stylistic and interpretative skills when reproducing existing repertoire, developing them during the development process.

During rehearsal, development and performance, learners will:

- choose and demonstrate technical skills such as tone and vocal colour with consistency and effectiveness
- show stylistic and interpretative skills such as phrasing and pace with consistency and effectiveness
- demonstrate creativity and some communication of intention, such as conveying a character objective capturing the elements of risk and contact.

Learners will demonstrate technical proficiency in the reproduction of repertoire, applying stylistic, technical and interpretative skills effectively. They will approach their work with professionalism, engaging in group activities with a mature and positive manner.

**For Level 2 Pass:** learners will select and apply a range of technical skills during rehearsal, demonstrating sound use of stylistic and interpretative skills when reproducing existing repertoire.

During rehearsal, development and performance, learners will:

- choose and demonstrate numerous technical skills, such as balance, control and flexibility
- show sound use of stylistic and interpretative skills, such as stage presence and use of space.

Learners will demonstrate competency in the reproduction of repertoire, applying technical, stylistic and interpretative skills appropriately. Learners will approach practical work with commitment and engage in group activities.

**For Level 1 Merit:** learners will apply basic technical skills during rehearsal, demonstrating some use of stylistic and interpretative skills to a satisfactory standard when reproducing existing repertoire.

Learners will:

- show some technical skills, such as diction and articulation
- use stylistic and interpretative skills, such as musicality and projection.

Learners will demonstrate some competency in the reproduction of repertoire, applying technical, stylistic and interpretative skills, although this may be inconsistent. Learners will display an appropriate approach to practical tasks, although they may require some support or prompting. Learners will display mainly positive behaviour but there may be an occasional lapse.

**For Level 1 Pass:** learners will demonstrate limited technical ability and use of stylistic and interpretative skills during rehearsal, development and performance of existing repertoire.

Learners will:

- show some technical skills, such as basic coordination and reproduction of movements
- use stylistic and interpretative skills, such as facial expression or stay in character intermittently.

Learners will demonstrate limited competency in the reproduction of repertoire. They will display an adequate approach to tasks, although they will require some support or prompting. Learners will display some positive behaviour during workshops but this may not be consistent.

### Learning aim C: Review own development and contribution to the performance

**Evidence for the assignment:** learners will produce a logbook reflecting on their development and application of skills and techniques in acting, dance and/or musical theatre design or performance.

At Level 2, learners will provide details of their development with reference to process, rehearsal, performance, strengths and areas for improvement. At Level 1, learners will present an overview of their development with some reference to strengths and areas for improvement.

**For Level 2 Distinction:** learners will analyse in detail their own development and application of skills and techniques, strengths and areas for improvement, setting targets for improvement with reference to carefully selected examples of the development process, rehearsal and performance.

Attention to detail regarding identification of strengths, areas for improvement and setting of realistic targets will demonstrate:

- setting of specific ways to improve, such as tasks or exercises
- evidence of practically addressing areas of improvement
- practical skills development due to effective skills review
- examples that show full understanding of their own ability, such as analysis of use of emotional memory in terms of different methods relating to how this skill was improved during development and rehearsal, through to how effective this was in performance and why.

Logbooks will be presented to a high standard with accurate use of subject-specific terminology and effective presentation techniques.

**For Level 2 Merit:** learners will explain their own development and application of skills, including strengths, areas for improvement and areas of improvement, with reference to the development process, rehearsal and performance.

Explanation of identification of strengths, areas for improvement and setting of realistic targets will demonstrate:

- suggestions for ways to improve, such as tasks or exercises
- evidence of practically addressing most areas of improvement
- some practical skills development due to considered skills review
- examples that show understanding of their own ability, such as explanation of use of vocal projection in terms of how this skill was developed, through to how effective this was in performance.

Logbook work will be presented using appropriate presentation techniques, examples and subject-specific terminology.

**For Level 2 Pass:** learners will describe their own development and application of skills, including strengths, areas for improvement and areas of improvement, with reference to process, rehearsal and performance.

Their account regarding identification of strengths, areas for improvement and areas of improvement will demonstrate:

- suggestions of what needs improvement but not necessarily ways to improve
- evidence of practically addressing some areas of improvement
- some practical skills development due to adequate skills review
- examples that show some understanding of their own ability, such as description of use of contraction as an area of weakness and reasoning about how this has improved.

Logbooks will include a relevant level of detail, including examples, with mostly accurate use of subject-specific terminology and presentation techniques.

**For Level 1 Merit:** learners will present an overview of their own development and application of skills, including strengths and areas for improvement, with reference to process and performance.

Learners will not necessarily take the rehearsal process fully into account.

Their account regarding identification of strengths and areas for improvement will demonstrate:

- listing of strengths, such as vocal range, facial expression, movement memory
- listing of areas for improvement, such as stamina, control, balance
- some detailed examples, such as when and why balance was a weakness.

Logbooks will include some detail and may be presented as expanded lists or bullet points.

Examples will be provided, although they may not all be relevant. There will be some use of subject-specific terminology in the work presented.

**For Level 1 Pass:** learners will present an overview of their own development and application of skills with reference to:

- process
- realisation in performance.

Logbooks will lack detail and may be presented in lists or bullet points. Limited communication skills and use of subject-specific vocabulary will be demonstrated.

### Resource requirements

For this component, learners must have access to:

- a performing arts studio (preferably with sprung floor and mirrors if dance activities are to be undertaken) and a sound system
- a range of existing performance materials as appropriate to the discipline, e.g. play scripts, DVDs/recordings of existing performances/repertoire, resource packs, music scores and libretti, choreographic/musical notation, etc.
- video recording and playback facilities to support learners' development throughout the component and for recording of workshops, rehearsals, performances and presentations
- an internet connection and digital resources
- blogging programmes.

## Component 3: Responding to a Brief

Levels: **1/2**

Assessment type: **External**

Guided learning hours: **48**

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### Component in brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

### Introduction

Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message.

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief.

Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

The performance or design skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement.

The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit the performance.

This component will help you with progression to Level 2 or 3 vocational or academic qualifications. This component will also enable you to develop transferable skills, such as communication and teamwork, which will help you to progress onto further study.

### Synoptic assessment

This external component builds on knowledge, understanding and skills acquired and developed in *Components 1* and *2* and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.

A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of three hours and should be arranged in the period timetabled by Pearson. The assessment availability is May/June only. The first assessment is in May 2019.

For assessment, learners will be given a brief and stimulus to create performance material as either a performer or designer. In groups consisting of a minimum of three and a maximum of seven performers, plus up to a maximum of four designers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.

Sample assessment materials will be available to help centres prepare learners for assessment.

COMPONENT 3: RESPONDING TO A BRIEF

## Assessment objectives

**AO1** Understand how to respond to a brief

**AO2** Select and develop skills and techniques in response to a brief

**AO3** Apply skills and techniques in a workshop performance in response to a brief

**AO4** Evaluate the development process and outcome in response to a brief



## Essential content

### A Developing ideas in response to a brief

#### A1 Understand how to respond to a brief through discussion and practical exploration activities

- Discussion of key requirements and parameters for the workshop performance:
  - target audience
  - performance space
  - planning and managing resources
  - running time
  - style of work.
- Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:
  - a theme: concept such as distance or a key word such as discovery
  - an issue: social, health or safety issues
  - a prop: an umbrella, an apple, a dustbin
  - time and place: a beach in winter, night time in a hospital, early morning in the park
  - existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.
- The development of ideas for the work will be informed by:
  - structure of the work
  - style and genre of the work
  - skills required
  - creative intentions.
- Working effectively as a member of the group:
  - making an individual contribution
  - responding to the contributions of others.

### B Selecting and developing skills and techniques in response to a brief

Learners will need to understand the impact of the following when selecting and developing skills and techniques in response to a brief

#### B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief

- Skills and techniques of the individual performer e.g. vocal, physical.
- Skills and techniques of the performers as a group e.g. comedy, improvisation.
- Skills and techniques of the designer e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.
- The style and/or genre of the work being created e.g. street dance, physical theatre.
- The influence of selected practitioners e.g. Brecht, Fosse, Julie Taymor
- Appropriate skills for the target audience e.g. young children, the elderly.
- Taking part in skills development classes or workshops.
- Taking part in the rehearsal process, including individual preparation and group rehearsals.

## C Contributing to a workshop performance

### C1 Skills and techniques

Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience.

- Skills may include:
  - vocal skills
  - physical skills
  - design skills
  - interpretative skills: showing time and place, presenting a character, creating humour or emotion.
- If performing, demonstrating and sustaining in performance the following skills:
  - energy
  - focus
  - concentration
  - commitment.
- If designing: during the presentation, demonstrating the following skills were used during the development process:
  - Research skills
  - Interpretative skills
  - Collaborative skills (with performers/other designers)
  - Ability to communicate ideas through non-verbal media e.g. diagrams, model boxes

### C2 Working effectively with others

- Communicating effectively with other performers:
  - in preparation for performance
  - (if performing) during performance.
- Taking part in final group preparations, which may include:
  - setting up/get in
  - get out/strike
  - taking part in/contributing to a workshop performance.
- If designing, ensuring that the realised designs are appropriate for the workshop performance and performers.

### C3 Communicating ideas through performance

- Taking part in/contributing towards a performance for an audience.
- Communicating ideas and intentions effectively to an audience.
- If designing: present ideas to an audience, which will include:
  - An explanation of creative intentions and processes
  - A demonstration of the final design for the workshop performance e.g. model box, lighting grid plans and a lantern schedule,
  - designs are realised in workshop performance

## **D Evaluating the development process and workshop performance outcome**

### **D1 Reflect on the process**

- Contributing to initial ideas and exploring activities in response to:
  - the brief
  - the stimulus
  - contributions from other members of the group.
- Contributing to the development process.
- Skills and techniques:
  - selection
  - development and/or adaptation
  - application
  - individual strengths and areas for improvement
  - overall individual contribution to the group.

### **D2 Reflect on the outcome**

- Contributing to the workshop performance outcome:
  - effectiveness of the response to the brief
  - individual strengths and areas for improvement
  - overall impact of the work of the group.

### Grade descriptors

To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.

#### **Level 1 Pass**

Learners are able to follow instructions. They can identify and respond to some of the requirements of the brief. They are able to follow the lead of others or be directed to perform simple tasks. They will attempt to contribute ideas, which may be obvious, tentatively linked or not entirely appropriate. Learners are able to imitate given techniques or styles at a basic level and take part in practical tasks. They can identify some of the skills they could use. The individual contribution made by learners has minimal impact on the group dynamic or the delivery and communication of ideas through performance.

Learners can describe some of the process activities and/or tasks and give a brief or incomplete account of the outcome, however some of this may be repetitive in the development log.

#### **Level 2 Pass**

Learners are able to make an appropriate contribution to activities and tasks. They are able to respond competently to the requirements of the brief.

Learners contribute appropriate ideas in discussions and/or practical activities. They can apply relevant skills and techniques for the style or genre of the work and demonstrate appropriate skills in practical tasks. The individual contribution made by learners has some impact on the group dynamic and the delivery and communication of ideas in the workshop performance as a performer or designer. Learners are able to reflect on and review the process and outcome adequately.

#### **Level 2 Distinction**

Learners are able to initiate imaginative and appropriate activity. They are able to respond fully to all of the requirements of the brief. Learners are able to take the initiative and support others in the group. They consistently contribute valid ideas to discussions and practical exploration activities. They effectively and consistently apply appropriate skills and techniques for the style or genre of work.

The individual contribution made by learners has a significant impact on the group dynamic and the delivery and communication of ideas through performance. Learners are able to reflect on and review the process and outcome with awareness and insight.

## 4 Planning your programme

### Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

### What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

### What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required.

### How does this qualification contribute to Key Stage 4 learning?

This qualification provides opportunities to apply learning from GCSE English to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of practitioners' performance styles.

### What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each component includes delivery guidance and suggested assessment tasks. Using this, our free delivery guidance and the authorised assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example working with others in rehearsal and performance, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

## 5 Internal assessment

### Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook* available on our website. When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

In this qualification, there are two internally-assessed components. These will be assessed through assignments set by the assessment team using the guidance and examples we provide. As these components are graded spanning Level 1 and Level 2 of the Regulated Qualifications Framework, our well-established approach to BTEC assignments has been retained and adapted to the needs of these learners.

At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis.

Formal assignments to assess performance are distinct periods of assessment that learners understand are being used to judge the learning aims. These will be separate from the practice and exploration activities that have been used during the learning period.

When setting assignments, you need to take account of the requirements of the component format as explained in *Section 2*. The assignments must relate to both Level 1 and Level 2.

For example:

- achievement at Level 1 is consistent with learners using basic information to complete a task, giving some indication of whether what has been done is successful
- achievement at Level 2 in the same task could require learning to demonstrate a broader understanding through solving straightforward problems related to the task, gathering information to help learners do that and commenting on how effective their actions have been.

### Operating internal assessment

#### The assessment team

So that all assessment is planned and verified, it is important that there is an effective team for internal assessment. For these qualifications, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full details are given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

## Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the two internal components and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

## Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. We provide authorised assignment briefs and guidance in each component for setting assignments. You can adapt materials to your local contexts.

A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria. In order to support you and to make sure that all learners nationally are being assessed fairly and consistently to the national standards, we give details in components on the assignments and in authorised assignment briefs to show how valid assignments can be set. You can choose to use the materials we provide or to adapt them to take account of your local circumstances, provided that assignments are verified.

When setting your assignments:

- provide a vocational scenario or context that motivates the learner to apply their learning for a purpose and audience
- give learners clear tasks and structures for evidence – the assessment criteria are not written for this purpose
- ensure that learners are drawing on the specified range of teaching content
- specify the type and quality of evidence that a learner should produce.

The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments.

Full definitions of types of assessment are given in *Appendix 1*. Some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- work logbooks, reflective journals.

The form(s) of evidence selected must allow a verifier to check the assessor's decisions independently. For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Making valid assessment decisions

### Assessment decisions through applying assessment criteria

Assessment decisions for these qualifications are based on the specific criteria given in each component. In order to apply the criteria, centres should be aware of the difference between Level 1 and 2 of the Regulated Qualifications Framework. At both levels, learners are expected to take responsibility to complete tasks completely and correctly. The differences include:

- **at Level 1** – completion of tasks using evidence that may be simple, structured, routine, using given information and using simple judgements and basic factual information
- **at Level 2** – completion of tasks using evidence that may be semi-structured or unstructured, using researched or analysed information, showing understanding, problem solving and using own judgement.

The way in which the learner has provided evidence against the tasks will indicate the level they are working at.

Each internal component shows how grades can be awarded using clear and unambiguous criteria. Each assignment shows a hierarchy of criteria that should be considered holistically to apply to the evidence. It should be understood that in each of the two levels a learner demonstrating achievement for a higher grade would need to do so through satisfying the lower grade criteria. For example, if a Level 2 Merit criterion requires the learner to 'compare' and the related Level 2 Pass criterion requires the learner to 'explain', then in making a comparison the learner will need to 'explain'.

When a learner has completed the assessment for a component, you can give a component grade.

<b>Level 2 Distinction</b>	A learner has satisfied all the Level 2 Distinction criteria for the component through: <ul style="list-style-type: none"> <li>• outstanding performance that fully addresses all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.</li> </ul>
<b>Level 2 Merit</b>	A learner has shown high performance across the component through <b>either</b> : <ul style="list-style-type: none"> <li>• having satisfied all the Level 2 Merit criteria for all learning aims <b>or</b></li> <li>• having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.</li> </ul>
<b>Level 2 Pass</b>	A learner has satisfied all the Level 2 Pass criteria for the learning aims through: <ul style="list-style-type: none"> <li>• showing coverage and understanding of content at a good standard and appropriate skill demonstration.</li> </ul>
<b>Level 1 Merit</b>	A learner has shown an acceptable standard across the component addressing a range of content and demonstrating some understanding through <b>either</b> : <ul style="list-style-type: none"> <li>• having satisfied all the Level 1 Merit criteria for all learning aims <b>or</b></li> <li>• having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.</li> </ul>
<b>Level 1 Pass</b>	A learner must satisfy all Level 1 Pass criteria for the learning aims through: <ul style="list-style-type: none"> <li>• showing basic knowledge and ability to complete routine tasks.</li> </ul>
<b>U</b>	A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.



## Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials. The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

## Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9*.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence, based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission. For example, that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that no learners are advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by the planned deadline or an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners submitting work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is Level 1 Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and, where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## 6 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

### Continuing quality assurance and standards verification

We produce the Pearson Guide to Quality Assurance on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Learners cannot do the qualification more than once and there are no listed pathways.

## 7 External assessment

### Role of external assessment for the BTEC Tech Award suite

External assessment in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

### Set task

The *summary of assessment* in Component 3 sets out the specific arrangements for the external assessment. External assessment includes a preparatory period and the task is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

### Timing of external assessment

External assessment for this qualification is available in May each year from 2019 onwards. Learners should be entered for the external assessment towards the end of their period of study. Learners are permitted to resit the external assessment once. In making entries for external assessment, you need to consider the nature of the set task and whether learners are likely to benefit more from a resit or from having a longer period to prepare. If a learner requires a resit then they must take a new external assessment task and will not be able to reuse any evidence from their first attempt.

### Sample assessment materials

Each externally-assessed component has a set of sample assessment materials (SAMs) that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials, examiner feedback.

## Conduct of set tasks for external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define degrees of control for assessments for BTEC qualifications as:

- **high control**  
this is the completion of assessment in formal invigilated examination conditions
- **medium control**  
this is completion of assessment, usually over a longer period of time, it may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com) (search for *ICEA*).

## Pearson marking and awarding grades

### Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

### Awarding of grades

Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important, as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity. This means that grade boundaries can change across different assessment opportunities based on the raw marks but that the resulting grades are fair and consistent.

### Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: [qualifications.pearson.com](http://qualifications.pearson.com) (search for *key dates*).

## 8 Final grading and awarding

### Awarding and reporting for the qualification

This section explains the rules we apply in awarding a qualification and providing an overall qualification grade for each learner.

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Learners cannot do the qualification more than once and there are no listed pathways.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all components shown in the structure will not achieve a qualification, even if they have enough points at a grade threshold.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal component grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some components may be balanced by a lower outcome in others.

The *Calculation of qualification grade* table set out later in this section shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction\*. The table shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

### Points available for internal components

The table below shows the number of points available for internal components, depending on the grade awarded.

<b>U</b>	0
<b>Level 1 Pass</b>	9
<b>Level 1 Merit</b>	15
<b>Level 2 Pass</b>	22
<b>Level 2 Merit</b>	29
<b>Level 2 Distinction</b>	36

**Points available for external components**

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set.

The points available at each grade in the external component is as follows:

<b>U</b>	0
<b>Level 1 Pass</b>	12-17
<b>Level 1 Merit</b>	18-23
<b>Level 1 Distinction</b>	24-29
<b>Level 2 Pass</b>	30-35
<b>Level 2 Merit</b>	36-41
<b>Level 2 Distinction</b>	42-48

**Calculation of qualification grade table**

<b>Grade</b>	<b>Points threshold</b>
<b>Level 1 Pass</b>	30
<b>Level 1 Merit</b>	43
<b>Level 1 Distinction</b>	56
<b>Level 2 Pass</b>	69
<b>Level 2 Merit</b>	82
<b>Level 2 Distinction</b>	95
<b>Level 2 Distinction*</b>	108

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be available on our website.



**Examples of grade calculations based on table applicable to registrations from September 2017**

**Example 1:** Achievement of an Award with a Level 1 Pass grade

Component	Type	Grade	Points
1	Internal	Level 1 Pass	9
2	Internal	Level 1 Merit	15
3	External	Level 1 Merit	18
		<b>Level 1 Pass</b>	<b>42</b>

**Example 2:** Achievement of an Award with a Level 2 Distinction grade

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	Level 2 Distinction	36
3	External	Level 2 Merit	36
		<b>Level 2 Distinction</b>	<b>101</b>

**Example 3:** An unclassified result

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	U	0
3	External	Level 2 Merit	36
		<b>U</b>	<b>65</b>

The learner has a U in Component 2.

The learner has enough points for a Level 1 Distinction grade but has not met the minimum requirements for a Pass in all components.

## 9 Administrative arrangements

### Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

### Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

### Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson Equality and Diversity policy is on our website.

### Administrative arrangements for internal assessment

#### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

#### Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed components*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

## Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any component or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see the document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Note that the procedures we ask you to adopt vary between internally-assessed components and those that are externally assessed.

## Internally-assessed components

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## Externally-assessed components

External assessment means all aspects of components that are designated as external in this specification including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## Learner malpractice

Heads of centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of the JCQ document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

## Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

## Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - *JCQ Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments*
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Schemes of Work

The free Schemes of Work give suggestions and ideas for how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

#### Course planner

High-level overview of how to plan teaching term by term over one, two or three years.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- student textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials (SAMs) for externally-assessed components

Sample assessment material are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

#### Sample assessment materials (SAMs) for internally-assessed components

We do not prescribe the assessments for the internally-assessed components. Rather, we allow you to set your own, according to your learners' preferences.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or on myBTEC.

#### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades linked to the Authorised Assignment Briefs will also be made available on the our website.

## Training and support from Pearson

### People to talk to

There are many people who can support you and give you advice and guidance on delivering your Pearson BTEC Tech Awards. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face to face and online.



## Appendix 1

### Glossary of terms used for internally-assessed components

This is a summary of the key terms used to define the requirements in the components.

Term	Definition
<b>Accurate</b>	Produce work competently, fit for purpose without significant error.
<b>Adequate</b>	Acceptable in quality or quantity.
<b>Analyse</b>	Examine methodically and in detail, typically in order to interpret.
<b>Apply</b>	Put knowledge, understanding or skills into action in a particular context.
<b>Appropriate</b>	Select and use skills in ways that reflect the aim.
<b>Assess</b>	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant and arrive at a conclusion.
<b>Coherent</b>	Logically consistent.
<b>Collaborate</b>	Work jointly with others to produce defined outcomes.
<b>Communicate</b>	To convey ideas or information to others.
<b>Compare</b>	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
<b>Competent</b>	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
<b>Comprehensive</b>	Full, covering a range of factors.
<b>Confident</b>	Demonstrate secure application of skills or processes, with no need for prompting.
<b>Consistent</b>	Able to repeat reliably an action that progresses towards achieving an aim.
<b>Creative</b>	Using techniques, equipment and processes to express ideas or feelings in new ways.
<b>Define</b>	State or describe exactly the nature, scope or meaning of something.
<b>Demonstrate</b>	Carry out and apply knowledge, understanding and/or skills in a practical situation.
<b>Describe</b>	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
<b>Detailed</b>	Having additional facts or information beyond a simple response.
<b>Discuss</b>	Consider different aspects of a topic and how they interrelate and the extent to which they are important.

<b>Term</b>	<b>Definition</b>
<b>Effective</b>	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
<b>Evaluate</b>	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
<b>Explain</b>	Provide details and give reasons and/or evidence to support an argument.
<b>Explore</b>	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
<b>Identify</b>	Indicate the main features or purpose of something.
<b>Independent</b>	Capable of carrying out tasks from given information.
<b>Investigate</b>	Carry out research or trial activities to increase understanding of the application of factual information.
<b>Justify</b>	Give reasons or evidence to support an opinion.
<b>Outline</b>	Summarise or indicate the principal features of something or a brief description or explanation with main points.
<b>Refine</b>	Improve initial work, taking feedback into account.
<b>Reflect</b>	Think carefully and review information and/or performance, includes articulating ideas, concepts, activities, findings or features.
<b>Review</b>	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
<b>Secure</b>	Well practised, confident in own ability and skills.
<b>Select</b>	Choose the best or most suitable option related to specific criteria or outcomes.
<b>Show</b>	Present using practical skills.
<b>Simple</b>	Well defined, routine, frequently occurring.
<b>State</b>	Express something definitely or clearly.
<b>Summarise</b>	Gathers together all of the main aspects of a given situation or experience in a condensed format.
<b>Support</b>	Guidance and instruction.