

**GOOD  
THINGS  
COME  
TO THOSE  
WHO**

**PERSEVERE**



GCSE  
Information  
Evening  
Thur 3<sup>rd</sup> Oct 2024

Pearson BTEC  
Level 1/2 Tech  
Award  
Performing Arts



## Exploring the Performing Arts

- Internally assessed assignments (all work is externally moderated)



- 30% of the total course

## Developing Skills and Techniques in the Performing Arts

- Internally assessed assignments (all work is externally moderated)



- 30% of the total course

## Performing to a Brief

- Externally assessed task (in Year 11)



- 40% of the total course

# Component 1-Exploring the Performing Arts 30%

## Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of two tasks.

- In response to Task 1, learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.
- In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.

The assignment will take approximately 12 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then December of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

**Work to deadline for Component 1-Monday 11<sup>th</sup>  
December**

# Component 1-Developing Skills and Techniques in the Performing Arts 30%

## **Assignments**

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of three tasks.

- In response to Task 1 learners will prepare for a performance or pitch/presentation of designs of/for existing repertoire.
- In response to Task 2, learners will showcase performance or production designs for an audience.
- In response to Task 3, learners will review the development and application of skills and techniques during the process and after.

The assignment will take approximately 5-6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then December of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

**Work to deadline for Component 1-Tuesday 6<sup>th</sup> May (subject to slight change)**

# Component 3- Responding to a Brief Final Exam- External 40%

Learners should submit four pieces of evidence.

- Activity 1: an ideas log completed and saved as a PDF (up to 800 words).
- Activity 2: a skills log completed and saved as a PDF (up to 800 words).
- Activity 3: performers must submit a digital recording of a workshop performance to an audience of between 7 to 15 minutes per group performance. Designers must submit a digital recording of their pitch/presentation of between 3 to 10 minutes.
- Activity 4: an evaluation report completed and saved as a PDF (up to 800 words).

Each learner must complete an authentication sheet.

The work should be submitted to Pearson by Wednesday 15 May 2024.

The prepared notes do not need to be submitted with the final outcomes to Pearson.

Activity	Evidence	Information
<b>Activity 1</b> Ideas log	Up to 800 words.	Learner notes can be used during this activity.  The ideas log can be word processed or handwritten and scanned, and must be saved as a PDF.
<b>Activity 2</b> Skills log	Up to 800 words.	Learner notes can be used during this activity.  The skills log can be word processed or handwritten and scanned, and must be saved as a PDF.
<b>Activity 3</b> Group workshop  Performance to an audience	Digital recording of performers must be between 7 and 15 minutes.  Pitch/presentation to camera for designers must be between 3 and 10 minutes per designer.	One recording per group performance which is continuous and unedited, lasting 7–15 minutes.  Each learner within the group must identify themselves to the camera at the start of the performance. Refer to the Administrative Support Guide (ASG) of file format information.
<b>Activity 4</b> Evaluation report	Up to 800 words.	Learner notes can be used during this activity.  The evaluation report can be word processed or handwritten and scanned but must be saved as a PDF.



NOW Festival-  
Venue and date to  
be confirmed

## L2 Courses – Grades explained

L2 D\* = Level 2 Distinction Star = The best grade that can be achieved.

L2 D = Level 2 Distinction

L2 M = Level 2 Merit

L2 P = Level 2 Pass

---

Below this line is not a good pass. This will mean colleges will not take you on courses of your choice and you will need to redo the L2 part of the course if they can find a suitable course for you. This also means that you start on a lower point than other apprentices who have L2 grades above this line.

L1 D = Level 1 Distinction

L1 M = Level 1 Merit

L1 P = Level 1 Pass

# GCSE Courses – Grades explained

<b>Current GCSE Grading</b>	<b>Old Grading</b>
<b>9</b>	<b>A*</b>
<b>8</b>	<b>A*</b>
<b>7</b>	<b>A</b>
<b>6</b>	<b>B</b>
<b>5</b>	<b>B/C</b>
<b>4</b>	<b>C</b>
<b>3</b>	<b>D/E</b>
<b>2</b>	<b>E/F</b>
<b>1</b>	<b>E/G</b>
<b>U</b>	<b>U</b>

Students will be getting their year 11 target grades very soon. They must aim for these. Aiming for just a 4, when they have a target grade of 6 is not acceptable.

Students achieving less than a 4 in English or Maths may not be accepted on college courses.

Students achieving a 6 rather than a 7, will not be able to study certain A-Level courses due to their challenge.



Your son will have completed 60% of the course in Year 10. Giving them an opportunity to resit and improve one of the 2 Components in Year 11 and their final exam (Component 3).

All my students CAN achieve a L2D\* if they put the work in and are resilient.

In order to help them plan ahead and be prepared they have a timetable of key dates, details and preparation to assist them.

Be passionate about the subject

Read everything

Watch everything

Have a consciousness about you in the work you do.

If any student does not have their copy of this or you would like one, just let me know and I will reprint.

## Year 10 Timetable

Please use the timetable below to guide your preparation in the lead up to your assessments and exams.

<p><b>If you are on track, you will feel the following is in place:</b></p> <ul style="list-style-type: none"> <li>✓ All homework and preparation is complete</li> <li>✓ All lessons are attended</li> <li>✓ You will feel you have been successful in lessons and made progress</li> </ul>	
September-December 9th	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Work to deadline for Component 1-Monday 9<sup>th</sup> December</li> </ul>
December 9 <sup>th</sup> -February 23 <sup>rd</sup> 2024	<p>Component 3 mock and NOW Festival Competition</p> <p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Begin to think about concepts/ideas around Component 3 brief-NOW Festival ACES</li> <li>• Create performance for Component 3 mock using NOW Festival theme of ACES</li> <li>• Performance in NOW Festival competition February 6<sup>th</sup>-8<sup>th</sup></li> <li>• Preparation and completion of ideas log, skills log and evaluation WB 18.02.24</li> <li>• Receive feedback</li> <li>• Release of Component 2 set task-6<sup>th</sup> February-Brief-<b>Transformation</b></li> </ul>
February 26 <sup>th</sup> 2024-May 2024	<p>Begin Component 2 assessment content (30%)</p> <p>Component 2 elements:</p> <ul style="list-style-type: none"> <li>• Task 1-Rehearsal of selected piece of performance (12 hours and 12 marks)</li> <li>• Task 2-Performance of your piece (1 hour and 24 marks)</li> <li>• Task 3-Review of your performance (2 hours and 24 marks)</li> </ul> <p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Attend all lessons and rehearsals as you will be letting others down</li> <li>• Full focus in every session</li> <li>• Create your warm ups and targets for each session</li> <li>• Reflect on every session to improve</li> </ul>

## Year 11 Timetable

Please use the timetable below to guide your preparation in the lead up to your assessments and exams.

<p><b>If you are on track, you will feel the following is in place:</b></p> <ul style="list-style-type: none"> <li>✓ All homework and preparation is complete</li> <li>✓ All lessons are attended</li> <li>✓ You will feel you have been successful in lessons and made progress</li> </ul>	
September-December 13 <sup>th</sup> 2024	<ul style="list-style-type: none"> <li>• Student deadline for Component 1 or 2 resit (30%)-Wednesday 4<sup>th</sup> December</li> <li>• Internal moderation</li> <li>• Upload on to LWT by 13<sup>th</sup> December</li> </ul>
December 13 <sup>th</sup> -February 10 <sup>th</sup> 2025	<p>Component 3 mock</p> <p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Begin to think about concepts/ideas around Component 3 brief-use previous year</li> <li>• Create performance for Component 3 mock using Component 3 brief from previous year</li> <li>• Preparation and completion of ideas log, skills log and evaluation</li> <li>• Student deadline for Component 3 mock (40%)-Friday 31<sup>st</sup> January 2025</li> <li>• Arrange external moderation (Cardinal Heenan)</li> <li>• Feedback and calculate predictions by February 10<sup>th</sup> 2025</li> <li>• Receive feedback</li> <li>• Release of Component 3 set task-10<sup>th</sup> February-Brief</li> </ul>
February 10 <sup>th</sup> - May 2025	<p>Component 3 external exam</p> <p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Begin to think about concepts/ideas around Component 3 brief</li> <li>• Refer to feedback on mock exam</li> <li>• Preparation and completion of ideas log (WB 24.02.25), skills log(WB 10.03.25), performance (WB 14.04.25),and evaluation (WB 21.04.25)</li> <li>• Upload on LWT</li> </ul>