

CCEA Draft GCE Specification in Performing Arts

For first teaching from September 2013

For first award of AS Level in Summer 2014

For first award of A Level in Summer 2015

Subject Code: []

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Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE Performing Arts for first teaching from September 2013.

The AS is the first part of the full Advanced GCE course. It is possible to take the AS as a stand-alone qualification. The AS units are assessed at a standard appropriate for students who have completed half of the full course.

The A2 is the second part of the full Advanced GCE course. Assessed at a standard appropriate for students who have completed the full course, the A2 units include both synoptic assessment (to assess students' overall learning throughout the course) and an element of stretch and challenge.

The full Advanced GCE award is based on students' marks from the AS (50 percent) and the A2 (50 percent). We award an A* to students who achieve a grade A in the full A level qualification and an A* on the aggregate of the A2 units.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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1 Introduction

This specification sets out the content and assessment details for our Advanced Subsidiary (AS) and Advanced Level (A Level) courses in Performing Arts. First teaching begins from September 2013. You can view and download the latest version of this specification on our website at www.ccea.org.uk

Students can take the AS course as a final qualification or as the first half of the A Level course. They must also complete the A2 course (the second half of the A Level) if they wish to obtain a full A Level qualification. We will make the first AS awards for this specification in 2014 and the first A Level awards in 2015.

The specification builds on the broad objectives of the Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

Performing Arts is a growth industry in Northern Ireland and this GCE specification will provide students with the opportunities to research and gain insights into the infrastructure, engage with effective practice and prepare for employment within the industry.

The specification offers a wide range of skills in both performance and production pathways. The teacher will act as both facilitator and conduit in helping students develop their chosen skills. This GCE Performing Arts specification has been devised so that it can be taught within the Area Learning Communities network.

1.1 Aims

This specification aims to encourage students to:

- develop their knowledge and understanding of the performing arts industry within a chosen pathway and apply their skills to relevant performance events;
- work with others in group settings;
- develop personal attributes such as resilience, persistence and using initiative;
- research, develop and present their findings in a variety of formats;
- develop advanced study skills in preparation for third level education; and
- demonstrate their understanding and application of key concepts through challenging internal and external assessments.

1.2 Key features

The key features of the specification appear below.

- There are four assessment units: two internally assessed and externally moderated (AS 1 and A2 1), one internally assessed and externally moderated (AS 2) and one externally set and externally assessed (A2 2).
- Students are given the opportunity to develop specialist knowledge, understanding and skills in either a performance or production pathway.
- Students will investigate employment opportunities and working methods linked to industry practice providing a sound basis for progression to Further/Higher Education.
- Assessment at A2 includes stretch and challenge reflected in working to a commission brief, synoptic assessment and extended writing.
- Teacher guidance and specimen assessment materials are available to accompany this specification.

1.3 Prior attainment

There is no particular level of attainment required to study this specification. However, it builds on knowledge, understanding and skills developed in any GCSE Arts subject including Performing Arts.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is [code].

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCEs. The same view may be taken if students take two GCE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the universities and colleges that they wish to attend before embarking on their planned study.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

The table below summarises the structure of the AS and A Level courses:

Content	Assessment	Weightings	Availability
AS 1: Skills Development and Application	Internally assessed Externally moderated Portfolio to include evidence of research, action plan, record of work and evaluation.	40% of AS 20% of the A Level	Summer only Available from Summer 2014
AS 2: Planning and Realising a Performing Arts Event Section A Planning Section B Realising	Internally set Internally assessed, externally moderated Portfolio to include evidence of research and evaluation, and teacher observation records Internally assessed and externally moderated by a visiting moderator (live performance and/or presentation)	20% of AS 10% of the A Level 40% of AS 20% of the A Level	Summer only Available from Summer 2014
A2 1: Planning for Employment	Internally assessed Externally moderated Promotional portfolio, written report, mock audition or interview and evaluation	40% of A2 20% of the A Level	Summer only Available from Summer 2015
A2 2: Performing to a Commission Brief Section A Planning Section B Performing	Externally set Internally assessed, externally moderated Portfolio to include research report, group interpretation and teacher observation records of rehearsals. Promotional materials also to be included. Externally assessed by a visiting examiner (live performance and/or presentation)	20% of A2 10% of the A Level 40% of A2 20% of the A Level	Summer only Available from Summer 2015

3 Subject Content

The AS course is divided into two units, AS 1 and AS 2. Students following the A Level course must study two further units, A2 1 and A2 2. The content of each of these units is set out below.

3.1 Unit AS 1: Skills Development

This unit gives students the opportunity to develop **two** skills within a chosen performing arts pathway and then apply **one** skill in a performance context.

Students will choose a main skill from either pathway and demonstrate this skill in a short presentation/performance at the end of the unit. Students will choose a second skill from either pathway which they will workshop, peer assess and evaluate during the course of the unit.

Students should be encouraged to attend performing arts events in order to gain an understanding of the different theoretical, social, cultural and historical contexts of their chosen skill/s.

Performance pathway:

- Dance;
- Drama;
- Music; or
- any other suitable performance element.

Production pathway:

- Design (costume, lighting, set);
- Direction/choreography/musical direction;
- Technical (sound, lighting); or
- Stage management.

The unit is internally assessed and externally moderated through:

- a portfolio consisting of:

Section A: Main skill

- evidence of research;
- an action plan outlining activities for development;
- record of work - evidence of practice;
- a base-line and follow-up evaluation; and

Section B: Second Skill Skills development	<ul style="list-style-type: none">• demonstrate a clear understanding of preparatory work required for:<ul style="list-style-type: none">- performance (e.g. rehearsal techniques, warm up exercises)and/or- production work (e.g. scale drawings, designs, ‘the book’);• investigate health and safety issues relating to chosen skill;• explore their second skill through workshop and peer assessment; and• present evidence in a record of work which shows engagement in a range of activities in order to explore the role of a performer or production worker.
Section A: Main Skill Application of main skill	<ul style="list-style-type: none">• apply the main skill they have developed within a performance context and present in a video/DVD.
Section A: Main Skill Evaluation	<ul style="list-style-type: none">• evaluate their progression and the final outcome; and• set targets for future skills development.
Section B: Second Skill Evaluation	<ul style="list-style-type: none">• evaluate their exploration of their second skill.

3.2 Unit AS 2: Planning and Realising a Performing Arts Event

This unit gives students the opportunity to develop appropriate skills to plan, perform and promote a performing arts event. The focus is on learning to work as a team and developing management and administration skills.

Students will choose an administration role as well as developing their chosen skill from Unit 1. The unit is comprised of two sections: Planning (Section A) and Performance (Section B).

Section A will be assessed internally and externally moderated through:

- a portfolio consisting of:
 - research into jobs within arts administration;
 - an action plan;
 - production schedule;
 - minutes of meetings (Appendix)
- teacher observation records

Section B will be internally assessed and externally moderated through:

- performance for, or presentation to, the visiting moderator
- a critical evaluation of planning, rehearsal and performing, not exceeding two word processed A4 pages per section, to be forwarded to CCEA *within two weeks of the final assessment.*

Candidates will work in groups of no less than 3 and no more than 9. The performance/presentation should last between 15 minutes for smaller groups and 45 minutes in length for larger groups. At the start of the performance, production candidates must give a presentation detailing their creative idea and how it was implemented. The performance/presentation must be recorded on DVD.

Section A: Planning

Students will have the opportunity to plan a performance for a target audience. They will research and undertake an administrative role. Students will work as a group to plan the performance and adhere to a production schedule. They will use feedback to improve and enhance the performance.

Content	Learning Outcomes
Section A: Planning Decision making	Students should be able to: <ul style="list-style-type: none"> • decide on the event appropriate to the size and skills of the group; and • agree the date, venue and target audience.

<p>Research and development of arts administration roles</p>	<ul style="list-style-type: none"> ● research the following jobs within arts administration: <ul style="list-style-type: none"> - production management - technical management - advertising management - marketing management - front of house management ● choose one job from the list above and investigate the tasks involved; ● present an action plan at an initial group meeting identifying the tasks to be completed for the event; ● participate in two further planning meetings; and ● provide evidence in the portfolio of the tasks completed.
<p>Preparation for the performance</p>	<ul style="list-style-type: none"> ● create a production schedule; ● create and present a lighting or sound plot/costume design/set design/working copy/working score/script,/choreography notes or any preparation notes for other performance skill; ● meet deadlines identified in the production schedule; ● rehearse for the performance; ● accept and build on feedback during the rehearsal period; ● run the dress rehearsal; ● analyse the strengths and identify areas for improvement following the dress rehearsal; and ● agree targets for the final performance in discussion with the teacher.

Section B: Performance

Students will have the opportunity to produce and perform the event they have planned for in Section A. They will demonstrate their developing skills in their chosen performing arts pathway, through the practical realisation of the planning undertaken in Section A. They will also follow relevant industry practice. Students will evaluate the overall success of the planning and performance and investigate the relevance within the performing arts industry.

Content	Learning Outcomes
<p>Section B: Performance</p> <p>Evaluation of planning, rehearsal and performance</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • perform the event to the target audience; or • present production ideas to the visiting examiner (max. 10 minutes) • produce a critical evaluation as outlined adhering to the maximum page length indicated. <ol style="list-style-type: none"> 1. Planning: Evaluate how their planning contributed to the success of the performance event. (2 sides of A4) 2. Rehearsal: Evaluate one rehearsal where they made significant progress in realising their ideas for performance. (2 sides of A4) 3. Performance: Analyse the skills they have gained through performing the event and evaluate how these skills will make them more employable in the performing arts industry. (2 sides of A4)

3.3 Unit A2 1: Planning for Employment

This unit gives students the opportunity to develop their understanding of how to get work in their chosen performing arts pathway (performance or production).

Students will demonstrate their understanding through the production of materials that reflect industry practice and by participating in a mock audition/interview. They may also have opportunities to experience work placement in a range of areas including, for example, arts therapy, community arts, workshops and social regeneration whilst undertaking this unit.

The unit is internally assessed and externally moderated through:

- a written report investigating the training required, jobs available, the role of unions, agents and recruitment agencies in securing work and the importance of planning for the future;
- a promotional portfolio recording all their experience to date, emphasizing their employability;
- a mock audition/interview; and
- an evaluation of the mock audition/interview which includes target setting for the future, not exceeding two A4 word processed pages.

Candidates will work individually. The mock audition/interview should follow industry practice and be recorded on DVD.

Content	Learning Outcomes
Investigation of employment opportunities	<p>Students should be able to:</p> <ul style="list-style-type: none"> • produce a written report into the employment opportunities for their chosen pathway in three sections: <p><u>Skills and Training Required</u></p> <ul style="list-style-type: none"> • show understanding of the skills required and different training routes available – specialist academies, higher education and on the job training. <p><u>The Role of Outside Agencies</u></p> <ul style="list-style-type: none"> • show understanding of the part played by agents, unions and recruitment agencies in securing work and protecting themselves within the workplace; • show understanding of how to access funding and how to submit applications to funding bodies. <p><u>Employment Plan</u></p> <ul style="list-style-type: none"> • show understanding of the range of job opportunities, contractual obligations and salaries available in their chosen pathway;

<p>Preparation of a portfolio for prospective employers</p>	<ul style="list-style-type: none"> • create a detailed realistic plan for work examining three possible job opportunities within their chosen career pathway. Students should have practical experience of at least one. This should include projected earnings and plans to support self when out of work. • produce a promotional portfolio appropriate to their chosen pathway. <p>Performance Candidates – a CV or résumé and at least one of the following: headshots, show reel or demo CD.</p> <p>Production Candidates – a CV or résumé and a portfolio of work (including, for example, photographic evidence, designs, references).</p>
<p>Promotional presentation</p>	<ul style="list-style-type: none"> • prepare for and participate in a mock audition or interview presentation for their chosen pathway; • demonstrate a clear understanding of audition/interview requirements for: <p>Performance work: Candidates will prepare for and participate in a mock audition.</p> <p>Production work: Candidates will prepare for and participate in a mock interview presentation.</p>
<p>Final evaluation</p>	<ul style="list-style-type: none"> • produce a critical evaluation as outlined below not exceeding two sides of A4. <ol style="list-style-type: none"> 1. Analyse the strengths of their audition/interview; and 2. Consider feedback received and set targets for future development.

3.4 Unit A2 2: Performing to a Commission Brief

This unit gives students the opportunity to choose an event from an externally set commission brief which they plan and perform. The focus of this unit is on the final performance which may offer opportunities for solo work within the group presentation.

Students will demonstrate their skills in their chosen performing arts pathway through the practical realisation of their ideas for an audience.

The commission brief, which is externally set and released in September, will offer a choice of event from the following:

- a cultural, historical or social issue;
- a performance style of a playwright/practitioner, composer/musician or dancer/choreographer; or
- a published poem or song, theme or quotation.

The unit is comprised of two sections: Planning (Section A) and Performance (Section B) worth.

Section A will be assessed internally and externally moderated through:

- a research report into the chosen brief not exceeding two word processed sides of A4
- a critical analysis of a live or recorded performance event relating to the chosen brief, not exceeding one word processed side of A4
- teacher observation records of three rehearsals
- promotional materials

Section B will be externally assessed by a visiting examiner through:

- a performance or presentation
- a critical evaluation of planning, rehearsal and developing skills not exceeding a total of six word processed A4 pages, to be forwarded to CCEA *within two weeks of the final assessment.*

Candidates will work in groups of no less than 3 and no more than 9. The performance will last between 20 minutes for smaller groups to a maximum of 50 minutes for larger groups. The performance/presentation must be recorded on DVD.

Section A: Planning

Students will have the opportunity to plan a performance for a target audience. They will use research methods to create an original performance which reflects existing styles or practitioners. This should include a critical analysis of live or recorded performance. Students will work as a group to plan the performance and will use feedback to improve and enhance the performance.

Content	Learning Outcomes
<p>Section A: Planning Creation of an original performance for an audience</p> <p>Group planning and rehearsals</p> <p>Effective use of feedback</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • select a suitable option from the externally set commission brief; • research and explore the chosen option from the brief; • compile their research ideas into a report (2 A4 sides) including a critical analysis of live or recorded performance (1 A4 side); • choose material appropriate to the brief for exploration and development; and • interpret the selected material with creativity and imagination. <ul style="list-style-type: none"> • generate a written group interpretation outlining the concept; • engage with others to plan and create the performance based on the group interpretation; • demonstrate a professional approach to rehearsals; and • create materials to promote the performance. <ul style="list-style-type: none"> • accept and build on feedback from peers and teacher observations of the three rehearsals (one of which should be the dress rehearsal) during the rehearsal period; • review ideas related to the performance; • set targets through discussion with their teacher to refine the performance; and • analyse the strengths and areas for development of the dress rehearsal and agree targets for the final performance in discussion with the teacher.

Section B: Performing

Students will have the opportunity to produce and perform the event they have planned for in Section A. They will apply their skills in their chosen performing arts element, through the practical realisation of the planning undertaken in Section A. They will also follow relevant industry practice within their chosen element. Students will evaluate the overall success of the planning and performance and investigate the relevance within the performing arts industry.

Content	Learning Outcomes
<p>Section B: Performing Preparation for performance</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • create a performance concept for their group; • adhere to the production schedule created in Section A; • meet deadlines identified in the production schedule to ensure success of the performance event; • rehearse for the performance; and • complete the dress rehearsal.
<p>Performance of the event to target audience</p>	<ul style="list-style-type: none"> • perform to the target audience; or • present production ideas to the visiting examiner (max. 10 minutes).
<p>Evaluation and reflection on planning, preparation and performance in a record of work</p>	<ul style="list-style-type: none"> • produce a critical evaluation as outlined below, adhering to the maximum page length indicated: <ol style="list-style-type: none"> 1. Planning: Evaluate how they chose the brief and how they planned to realise the brief for performance. (1 side of A4) 2. Preparation: Evaluate three rehearsals indicating the progress they made in realising the brief for performance. (3 sides of A4) 3. Performance: Analyse and evaluate the development of their skills during the realisation of the brief and indicate how working for the brief has made them more employable in the performing arts industry. (2 sides of A4)

4 Scheme of Assessment

4.1 Assessment opportunities

Assessment can take place in stages during the AS and A Level courses. Alternatively, candidates can take all the assessment at the end of each course. For the availability of assessment units, see Section 2 of this specification.

It is possible to resit individual AS and A2 assessment units. The best result for each assessment unit counts towards the AS and A Level qualifications. Results for individual assessment units remain available to count towards an AS or A Level qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must demonstrate the ability to:

- **acquire** knowledge and skills relevant to the performing arts industry (**AO1**);
- **apply** knowledge and skills in a performance context reflecting understanding of work related practice in the performing arts industry (**AO2**); and
- **analyse and evaluate** production and performance processes to enhance employability within the performing arts industry (**AO3**).

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment unit and the overall AS and A Level qualifications:

Assessment Objective	Assessment Unit Weighting				Overall Weighting	
	AS 1	AS 2	A2 1	A2 2	AS	A Level
AO1	12.5%	10%	5%	2.5%	22.5%	30%
AO2	2.5%	12.5%	10%	20%	15%	45%
AO3	5%	7.5%	5%	7.5%	12.5%	25%
Total	20%	30%	20%	30%	50%	100%

4.4 Quality of written communication

In AS and A Level Performing Arts candidates must demonstrate their quality of written communication. The mark band descriptors for quality of written communication are:

Accomplished: The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

Competent: The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Adequate: The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Basic: The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

All written communication must be word processed using Arial font, size 12 and presented appropriately.

Examiners and teachers assess the quality of candidates' written communication in their responses to all tasks that require extended writing.

4.5 Synoptic assessment at A2

A2 2 is the synoptic assessment unit. This allows students to demonstrate expertise in the essential knowledge, understanding and skills of planning and performing an event in response to a commission brief.

In GCE Performing Arts, synoptic assessment requires students to demonstrate that they can:

- make connections between different aspects of performing arts through planning, preparation and performance;
- apply the skills, knowledge and understanding described in the assessment objectives to a commission brief; and
- analyse and evaluate their strengths and weaknesses in planning and performing an event.

4.6 Stretch and challenge at A2

The A2 2 assessment unit provides opportunities for stretch and challenge by incorporating:

- breadth of knowledge and understanding in the application of research and investigation;
- the acquisition of new skills and the development of existing skills;
- connectivity between different units, leading to progression;
- the selection and development of a commission brief; and
- evaluation through a range of formats, including extended writing.

4.7 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit.

We award AS qualifications on a five grade scale from A to E, with A being the highest. We award A Level qualifications on a six grade scale from A* to E, with A* being the highest. We determine the AS and A Level grades awarded by aggregating the uniform marks obtained on individual assessment units. To be awarded an A*, candidates need to achieve a grade A on their full A Level qualification and an A* on the aggregate of their A2 units. If candidates fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the performance descriptions in Section 5 of this specification.

5 Performance Descriptions

These performance descriptions give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A/B	Candidates demonstrate thorough use of a wide range of processes to acquire knowledge and skills in the planning and execution of performance. They show precise use of research to acquire relevant knowledge and have a comprehensive understanding of relevant skills required in the performing arts industry. Candidates demonstrate accomplished and sustained use of performance/production skills, showing integrated knowledge in a performance context. Candidates have a thorough understanding of work related practices in the performing arts industry. Candidates can critically analyse and evaluate progress made in planning, preparing and performing and show an ability to set precise and perceptive targets for future development. Candidates demonstrate a comprehensive understanding of the processes used to acquire and demonstrate skills which enhance employability within the performance arts industry. Specialist vocabulary is used with assurance and accuracy throughout.
E/U	Candidates use some appropriate processes to acquire knowledge and skills in the planning and execution of performance, but show limited use of research to acquire relevant knowledge. They have a basic understanding of relevant skills required in the performing arts industry. Candidates demonstrate a basic awareness of required performance/production skills, but show a limited ability to apply knowledge in a performance context. They have a basic understanding of work related practices in the performing arts industry. Candidates demonstrate limited ability to analyse or evaluate progress made in planning, preparing and performing, and show a limited ability to set realistic targets for future development. They have a basic understanding of the processes used to acquire and demonstrate skills which enhance employability within the performance arts industry. There will be some use of appropriate specialist vocabulary but it may be inconsistent or lacking in accuracy.

6 Guidance on Internal Assessment

There is an element of internal assessment in all four units of this specification. AS 1 and A2 1 are internally set and internally assessed. Section A: Planning, in both AS 2 and A2 2, is also internally assessed.

The internal assessment will have a specific focus on candidates' ability to apply their knowledge and skills within a work-related context.

6.1 Setting of tasks

We will provide centres with details of the assessment tasks for each unit and guidance on how to complete and submit them. Teachers must ensure that the completed tasks conform to the unit requirements.

6.2 Supervision of candidates

Candidates should work independently when completing their portfolios. Teachers should, however, provide advice and guidance on any problems they encounter and supervise candidates' work to monitor their progress.

6.3 Assessment conditions

Candidates will complete their portfolios in conditions that combine classroom and independent study activities. These conditions must ensure that the internal assessment remains reliable and fair.

6.4 Marking and internal standardisation

Teachers should use their professional judgement to select and apply the criteria in each mark band appropriately and fairly to candidates' work. They should award the appropriate mark within any range on a 'best fit' basis, making allowance for balancing strengths and weaknesses within each response.

Centres with more than one teaching group must carry out internal standardisation of the internal assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring assessments into line with those of other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

6.5 Moderation

Centres must submit their marks and samples to us by [month] in any year. We may adjust centres' marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions well in advance of submission on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples must be submitted to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of internal assessment. We provide moderators who can support groups of centres or contact individual centres to discuss issues arising from the internal assessments.

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7 Links

7.1 Support

We provide the following resources to support this specification:

- a subject microsite within our website;
- guidance notes for teachers; and
- specimen assessment materials.

We intend to expand our range of support to include the following:

- past papers;
- Chief Examiner's reports;
- Principal Moderator's reports;
- schemes of work;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- a resource list; and
- exemplification of standards.

You can find our annual support programme of events and materials for Performing Arts on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to understand, relate to and explore:

- [amend and/or expand on this text as appropriate: spiritual, moral, ethical, social, economic, cultural and legislative (including equality and disability discrimination) issues;
- sustainable development, health and safety considerations and European developments; and
- the 'skills agenda' and employability.]

7.3 Skills development

This specification provides students with opportunities to develop skills in the areas of communication, application of number and ICT.

[Add levels and links to particular sections of content where appropriate. Do not include detailed exemplification here, but include reference to any other materials that provide it under 'Support' above.]

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

Students who, even after exploring all possibilities through reasonable adjustments, are still unable to access a significant part of the assessment may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken, and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer:
(telephone: (028) 9026 1200, extension XXXX, email: xxxx@ccea.org.uk)
- Officer with Subject Responsibility:
(telephone: (028) 9026 1200, email: xxxxx@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Assessment Criteria and Mark Bands

AS 1 Skills Development

For Sections A and B candidates need to produce:

- evidence of skills research;
- an action plan;
- a record of work; and
- an evaluation.

For Section A only candidates need to present:

a performance or production demonstration of main skill.

0 is awarded for work not worthy of credit

Total marks /80	
Marks <i>Skills research and action plan</i>	AO1 <i>Acquire knowledge and skills relevant to the performing arts industry</i>
Accomplished 9-10	<ul style="list-style-type: none"> • comprehensive evidence of relevant research with reference to a wide range of skills • thorough and precise ideas for development outlined in action plan which is clear and detailed • quality of written communication is accomplished*
Competent 6-8	<ul style="list-style-type: none"> • significant evidence of relevant research with reference to a range of skills • effective and detailed ideas for development outlined in action plan which is clear and straightforward • quality of written communication is competent*
Adequate 3-5	<ul style="list-style-type: none"> • adequate evidence of relevant research with reference to a number of skills • appropriate ideas for development outlined in action plan but may lack detail and clarity • quality of written communication is adequate*
Limited 1-2	<ul style="list-style-type: none"> • limited evidence of relevant research with reference to few skills • basic ideas for development outlined in action plan but may be incomplete and sketchy • quality of written communication is basic*

AS 1 Skills Development

Marks <i>Main skill</i>	AO1 <i>Acquire knowledge and skills relevant to the performing arts industry</i>
Accomplished 19-24	<ul style="list-style-type: none"> thorough and very detailed preparation for performance or production, reflecting evidence of engagement with a wide range of ideas comprehensive investigation of health and safety clear and detailed evidence of progression in main skill
Competent 13-18	<ul style="list-style-type: none"> effective and detailed preparation for performance or production, reflecting evidence of engagement with a range of ideas significant investigation of health and safety clear and straightforward evidence of progression in main skill
Adequate 7-12	<ul style="list-style-type: none"> appropriate preparation for performance or production, reflecting evidence of having engaged with some ideas adequate investigation of health and safety some evidence of progression in main skill
Limited 1-6	<ul style="list-style-type: none"> basic preparation for performance or production with limited evidence of having engaged with ideas limited investigation of health and safety little evidence of progression in main skill
Marks <i>Second skill</i>	AO1 <i>Acquire knowledge and skills relevant to the performing arts industry</i>
Accomplished 13-16	<ul style="list-style-type: none"> thorough and very detailed preparation for performance or production comprehensive investigation of health and safety clear and detailed evidence of engagement in a wide range of activities related to skills development in second skill
Competent 9-12	<ul style="list-style-type: none"> effective and detailed preparation for performance or production significant investigation of health and safety clear and straightforward evidence of engagement in a range of activities related to skills development in second skill
Adequate 5-8	<ul style="list-style-type: none"> appropriate preparation for performance or production adequate investigation of health and safety some evidence of engagement in a range of activities related to skills development in second skill
Limited 1-4	<ul style="list-style-type: none"> basic preparation for performance or production limited investigation of health and safety little evidence of engagement in a range of activities related to skills development in second skill

AS 1 Skills Development

Marks <i>Performance or production demonstration of main skill</i>	AO2 <i>Apply knowledge and skills in a performance context reflecting understanding of work related practice in the performing arts industry</i>
Accomplished 9-10	<ul style="list-style-type: none"> accomplished and engaging demonstration of the main skill in a performance context with sustained focus and concentration
Competent 6-8	<ul style="list-style-type: none"> competent and sustained demonstration of the main skill in a performance context with consistent focus and concentration
Adequate 3-5	<ul style="list-style-type: none"> adequate demonstration of the main skill in a performance context with evidence of focus and concentration but may be inconsistent
Limited 1-2	<ul style="list-style-type: none"> basic demonstration of the main skill in a performance context with limited focus and concentration
Marks <i>Evaluation</i>	AO3 <i>Analyse and evaluate production and performance processes to enhance employability within the performing arts industry</i>
Accomplished 16-20	<ul style="list-style-type: none"> a comprehensive summary of initial skills level thorough understanding of the process of acquiring and demonstrating skills and progress made highly relevant and precise target setting for future development quality of written communication is accomplished*
Competent 11-15	<ul style="list-style-type: none"> a detailed summary of initial skills level significant understanding of the process of acquiring and demonstrating skills and progress made clear and effective target setting for future development quality of written communication is competent*
Adequate 6-10	<ul style="list-style-type: none"> adequate evidence of relevant research with an adequate summary of initial skills level appropriate understanding of the process of acquiring and demonstrating skills and progress made appropriate target setting for future development quality of written communication is adequate*
Limited 1-5	<ul style="list-style-type: none"> a limited summary of initial skills level basic understanding of the process of acquiring and demonstrating skills and progress made limited target setting for future development quality of written communication is basic*
*for a detailed explanation of the mark bands for quality of written communication see section 4.4 of the specification	

AS 2 Planning and Realising a Performing Arts Event

For Section A: Planning candidates need to produce a portfolio which includes:

- research evidence of jobs related to arts administration;
- an action plan related to realising the planned event;
- a production schedule; and

Preparation documents

- lighting or sound plot, costume design, set design, working copy, working score, script, choreography notes, or any preparation notes for other performance skill.

For Section B: Realising candidates need to present:

- a performance or presentation to the visiting moderator; and
- a critical evaluation of planning, rehearsal and performance of the event.

0 is awarded for work not worthy of credit

Total marks /60	
Marks <i>Research evidence and action plan</i>	AO1 <i>Acquire knowledge and skills relevant to the performing arts industry</i>
Accomplished 9-10	<ul style="list-style-type: none"> • comprehensive evidence of relevant research with reference to a wide range of jobs • thorough and precise ideas outlined in an action plan with many relevant tasks identified • quality of written communication is accomplished*
Competent 6-8	<ul style="list-style-type: none"> • significant evidence of relevant research with reference to a range of jobs • effective and detailed ideas outlined in an action plan with a number of relevant tasks identified • quality of written communication is competent*
Adequate 3-5	<ul style="list-style-type: none"> • adequate evidence of relevant research with reference to a number of jobs • appropriate ideas outlined in an action plan with some relevant tasks identified • quality of written communication is adequate*
Limited 1-2	<ul style="list-style-type: none"> • limited evidence of relevant research with reference to less than 3 jobs • basic ideas outlined in an action plan with few relevant tasks identified • quality of written communication is basic*

AS 2 Planning and Realising a Performing Arts Event

Marks <i>Production schedule, preparation documents</i>	AO1 <i>Acquire knowledge and skills relevant to the performing arts industry</i>
Accomplished 9-10	<ul style="list-style-type: none"> • present a thorough and detailed production schedule • create an accomplished preparation document • during rehearsal, set rigorous targets for improvement which are evidenced in teacher observation record • quality of written communication is accomplished*
Competent 6-8	<ul style="list-style-type: none"> • present an effective production schedule • create a competent preparation document • during rehearsal, set effective targets for improvement which are evidenced in teacher observation record • quality of written communication is competent*
Adequate 3-5	<ul style="list-style-type: none"> • present an adequate production schedule • create an appropriate preparation document • during rehearsal, set appropriate targets for improvement which are evidenced in teacher observation record • quality of written communication is adequate*
Limited 1-2	<ul style="list-style-type: none"> • present a basic production schedule • create a basic preparation document • during rehearsal, set basic targets for improvement which are evidenced in teacher observation record • quality of written communication is basic*
Marks <i>Performance or presentation</i>	AO2 <i>Apply knowledge and skills in a performance context reflecting understanding of work related practice in the performing arts industry</i>
Accomplished 20-25	<ul style="list-style-type: none"> • accomplished demonstration of highly developed performance skills or production ideas which convey independent understanding and depth of meaning
Competent 14-19	<ul style="list-style-type: none"> • competent demonstration of well-developed performance skills or production ideas which convey secure and effective understanding and meaning
Adequate 7-13	<ul style="list-style-type: none"> • adequate demonstration of generally appropriate performance skills or production ideas which convey some understanding and meaning
Limited 1-6	<ul style="list-style-type: none"> • limited demonstration of basic performance skills or production ideas which convey little understanding and meaning

AS 2 Planning and Realising a Performing Arts Event

Marks <i>Evaluation</i>	AO3 <i>Analyse and evaluate production and performance processes to enhance employability within the performing arts industry</i>
Accomplished 12-15	<ul style="list-style-type: none"> • comprehensive evaluation of planning ideas • thorough evaluation of a rehearsal with precise ideas on making progress • perceptive analysis of skills gained with extensive reference to employability • quality of written communication is accomplished*
Competent 9-11	<ul style="list-style-type: none"> • detailed evaluation of planning ideas • significant evaluation of a rehearsal with considerable ideas on making progress • effective analysis of skills gained with detailed reference to employability • quality of written communication is competent*
Adequate 5-8	<ul style="list-style-type: none"> • adequate evaluation of planning ideas • appropriate evaluation of a rehearsal with clear ideas on making progress • adequate analysis of skills gained with some reference to employability • quality of written communication is adequate*
Limited 1-4	<ul style="list-style-type: none"> • limited evaluation of planning ideas • basic evaluation of a rehearsal with some limited ideas on making progress • basic analysis of skills gained with little reference to employability • quality of written communication is basic*
<p>*for a detailed explanation of the mark bands for quality of written communication see section 4.4 of the specification</p>	

A2 1 Planning for Employment

Candidates need to produce and present:

- a written report;
- a promotional portfolio;
- a mock audition or interview; and
- an evaluation.

0 is awarded for work not worthy of credit

Total marks /80	
Marks	AO1
<i>Written report promotional portfolio</i>	<i>Acquire knowledge and skills relevant to the performing arts industry</i>
Accomplished 16-20	<ul style="list-style-type: none"> • comprehensive understanding of required skills and pathways available • thorough knowledge of outside agencies and funding • comprehensive understanding of job opportunities, contractual obligations and salaries • quality of written communication is accomplished*
Competent 11-15	<ul style="list-style-type: none"> • significant understanding of required skills and pathways available • effective and detailed knowledge of outside agencies and funding • significant understanding of job opportunities, contractual obligations and salaries • quality of written communication is competent*
Adequate 6-10	<ul style="list-style-type: none"> • adequate understanding of required skills and pathways available • appropriate knowledge of outside agencies and funding • adequate understanding of job opportunities, contractual obligations and salaries • quality of written communication is adequate*
Limited 1-5	<ul style="list-style-type: none"> • limited understanding of required skills and pathways available • basic knowledge of outside agencies and funding • limited understanding of job opportunities, contractual obligations and salaries • quality of written communication is basic*

A2 1 Planning for Employment

Marks <i>Written report, promotional portfolio</i>	AO2 <i>Apply knowledge and skills in a performance context reflecting understanding of work related practice in the performing arts industry</i>
Accomplished 16-20	<ul style="list-style-type: none"> comprehensive exploration of three job roles including practical experience in at least one promotional materials comply with professional standards quality of written communication is accomplished*
Competent 11-15	<ul style="list-style-type: none"> detailed exploration of three job roles including practical experience in one significant evidence of professional standards in the promotional portfolio quality of written communication is competent*
Adequate 6-10	<ul style="list-style-type: none"> adequate exploration of three job roles with evidence of some practical experience adequate evidence of professional standards in the promotional portfolio quality of written communication adequate*
Limited 1-5	<ul style="list-style-type: none"> limited exploration of three job roles or practical experience limited evidence of professional standards in the promotional portfolio quality of written communication is basic*
Marks <i>Mock audition or interview</i>	AO2 <i>Apply knowledge and skills in a performance context reflecting understanding of work related practice in the performing arts industry</i>
Accomplished 16-20	<ul style="list-style-type: none"> accomplished application of knowledge and skills in audition/interview context, which wholly reflects work related practice engaging self promotion with evidence of comprehensive preparation and sustained focus
Competent 11-15	<ul style="list-style-type: none"> significant application of knowledge and skills in audition/interview context, which reflects work related practice competent self promotion with evidence of purposeful preparation and focus
Adequate 6-10	<ul style="list-style-type: none"> adequate application of knowledge and skills in audition/interview context, which mostly reflects work related practice adequate self promotion with some evidence of preparation and focus
Limited 1-5	<ul style="list-style-type: none"> basic application of knowledge and skills in audition/interview context, which may not reflect work related practice. basic self promotion with limited preparation and focus

A2 1 Planning for Employment

Marks <i>Evaluation</i>	AO3 <i>Analyse and evaluate production and performance processes to enhance employability within the performing arts industry</i>
Accomplished 16-20	<ul style="list-style-type: none"> • a comprehensive summary of the mock audition/interview • thorough analysis and evaluation of the strengths of the mock audition/ interview with highly relevant critical detail • perceptive and precise target setting for future development • quality of written communication is accomplished*
Competent 11-15	<ul style="list-style-type: none"> • a detailed summary of the mock audition/interview • significant analysis and evaluation of the strengths of the mock audition/ interview with coherent critical detail • effective and detailed target setting for future development • quality of written communication is competent*
Adequate 6-10	<ul style="list-style-type: none"> • an adequate summary of the mock audition/interview • appropriate analysis and evaluation of the strengths of the mock audition/ interview with some critical detail • adequate target setting for future development • quality of written communication is adequate*
Limited 1-5	<ul style="list-style-type: none"> • a limited summary of the mock audition/interview • basic analysis and evaluation of the strengths of the mock audition/ interview with limited critical detail • limited target setting for future development based on feedback • quality of written communication is basic*
<p>*for a detailed explanation of the mark bands for quality of written communication see section 4.4 of the specification</p>	

A2 2 Performing to a Commission Brief

For Section A candidates need to produce a portfolio which includes:

- a research report and promotional materials;
- an evaluation of a related live/recorded event; and
- 3 teacher observation records.

For Section B candidates need to present:

- a performance or presentation to the visiting examiner;
- a group interpretation outlining the concept; and
- a critical evaluation of performance or presentation.

0 is awarded for work not worthy of credit

Section A		Total marks /40
Marks <i>Research report, promotional materials</i>	AO1 <i>Acquire knowledge and skills relevant to the performing arts industry</i>	
Accomplished 9-10	<ul style="list-style-type: none"> • accomplished and highly relevant research report with evidence of independent and creative thinking • comprehensive promotional materials which show creative flair and consistent style reflecting originality • quality of written communication is accomplished* 	
Competent 6-8	<ul style="list-style-type: none"> • competent and relevant research report with evidence of a considered approach to thinking • effective promotional materials which reflect relevant consideration for style and show evidence of creative thought • quality of written communication is competent* 	
Adequate 3-5	<ul style="list-style-type: none"> • adequate research report with inconsistent evidence and some appropriate detail • appropriate promotional materials which show some thought for style but may lack consistency • quality of written communication is adequate* 	
Limited 1-2	<ul style="list-style-type: none"> • limited and basic research report with sketchy evidence and narrow ideas suggested • basic promotional materials which are sketchy and unfinished with little evidence of style • quality of written communication is basic* 	

A2 2 Performing to a Commission Brief

Marks <i>3 teacher observations</i>	AO2 <i>Apply knowledge and skills in a performance context reflecting understanding of work-related practice in the performing arts industry</i>
Accomplished 16-20	<ul style="list-style-type: none"> • teacher observations reflect evidence of candidate's accomplished use of time management and organisational skills in preparation for the event • highly developed application of knowledge and creative skills to shape the performance event • sustained focus and negotiation with others during rehearsals • comprehensive identification of areas to develop for the final performance
Competent 11-15	<ul style="list-style-type: none"> • teacher observations reflect evidence of candidate's secure use of time management and organisational skills in preparation for the event • effective application of knowledge and creative skills to shape the performance event with competent communication of appropriate ideas • consistent focus and discussion with others during rehearsals • effective identification of areas to develop for the final performance
Adequate 6-10	<ul style="list-style-type: none"> • teacher observations reflect evidence of candidates adequate use of time management and organisational skills in preparation for the event • appropriate application of knowledge and creative skills to shape the event with some communication of ideas • some sense of focus and appropriate communication with others during rehearsals • appropriate identification of areas to develop for final performance
Limited 1-5	<ul style="list-style-type: none"> • teacher observations reflect limited use of time management and organisational skills in preparation for the event • basic application of knowledge and creative skills to shape the event with little communication of ideas • weak sense of focus and limited communication with others during rehearsals • basic identification of ideas to develop for final performance

A2 2 Performing to a Commission Brief

Marks <i>Evaluation of live/ recorded event</i>	AO3 <i>Analyse and evaluate production and performance processed to enhance employability within the performing arts industry</i>
Accomplished 9-10	<ul style="list-style-type: none"> ● accomplished and critical analysis of live/recorded event with precise detail. ● perceptive and insightful evaluation with highly relevant use of terminology ● quality of written communication is accomplished*
Competent 6-8	<ul style="list-style-type: none"> ● competent and generally critical analysis of live/recorded event with significant detail. ● coherent and clear evaluation with relevant use of terminology ● quality of written communication is competent*
Adequate 3-5	<ul style="list-style-type: none"> ● adequate analysis of live/recorded event with some critical detail ● appropriate evaluation which may be stilted with sketchy use of terminology ● quality of written communication is adequate*
Limited 1-2	<ul style="list-style-type: none"> ● basic analysis of live/recorded event with limited critical detail ● weak evaluation which may be inconsistent with limited use of terminology ● quality of written communication is basic*
*for a detailed explanation of the mark bands for quality of written communication see section 4.4 of the specification	

A2 2 Performing to a Commission Brief

Section B		Total marks /80
Marks <i>Performance/ presentation</i> 30 X 2	AO2 <i>Apply knowledge and skills in a performance context reflecting understanding of work-related practice in the performing arts industry</i>	
Accomplished 23-30	<ul style="list-style-type: none"> • accomplished demonstration of skills which are highly developed and reflect a high degree of engagement • independent and creative understanding of skills conveying depth of meaning in a performance context • focus and concentration sustained throughout the presentation 	
Competent 16-22	<ul style="list-style-type: none"> • competent demonstration of skills which are well developed and show effective presentation skills • secure and confident understanding of skills conveying meaning in a performance context • focus and concentration consistent throughout the presentation 	
Adequate 8-15	<ul style="list-style-type: none"> • adequate demonstration of skills which are generally appropriate to the context though not always balanced • appropriate understanding of skills conveying some meaning in a performance context • focus and concentration evident though may not be consistent throughout the presentation 	
Limited 1-7	<ul style="list-style-type: none"> • limited demonstration reflecting basic skills which may not always be appropriate to the context • basic understanding of skills conveying limited meaning in a performance context • focus and concentration lacking throughout the presentation 	

A2 2 Performing to a Commission Brief

Marks <i>A critical evaluation of performance or presentation</i>	AO3 <i>Analyse and evaluate production and performance processed to enhance employability within the performing arts industry</i>
Accomplished 16-20	<ul style="list-style-type: none"> • comprehensive analysis of planning, rehearsals and development of skills with perceptive evidence of progression • highly relevant and precise target setting • quality of written communication is accomplished*
Competent 11-15	<ul style="list-style-type: none"> • clear and detailed analysis of planning, rehearsals and development of skills with coherent evidence of progression • clear and effective target setting • quality of written communication is competent*
Adequate 6-10	<ul style="list-style-type: none"> • appropriate analysis and evaluation of planning, rehearsals and development of skills with some evidence of progression • appropriate target setting • quality of written communication is adequate*
Limited 1-5	<ul style="list-style-type: none"> • basic analysis and evaluation of planning, rehearsals and development of skills with limited evidence of progression • limited target setting • quality of written communication is basic*
<p>*for a detailed explanation of the mark bands for quality of written communication see section 4.4 of the specification</p>	