



CCEA GCE Performing Arts Specimen Assessment Materials

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: 0910

performing arts

BLANK PAGE

Foreword

CCEA has developed new applied specifications which comply with criteria for GCE qualifications. The specimen assessment materials accompanying new specifications are provided to give centres guidance on the structure and character of the planned assessments in advance of the first assessment. It is intended that the marking instructions contained in this booklet will help teachers and students understand how examiners apply the assessment criteria and mark banks. These specimen assessment materials should be used in conjunction with CCEA's GCE Performing Arts specification.

BLANK PAGE

GCE Performing Arts

Specimen Assessment Materials

Contents

Specimen Papers	1
Unit AS 2: Planning and Realising a Performing Arts Event	3
Unit A2 2: Performing to a Commission Brief	9
Mark Scheme	15
General Marking Instructions	17
Unit AS 2: Assessment Criteria and Mark Bands	21
Unit A2 2: Assessment Criteria and Mark Bands	25

Subject Code	0910
QAN	
GCE AS	600/8424/8
GCE	600/8423/6
A CCEA Publication © 2013	

You may download further copies of this publication from www.ccea.org.uk

SPECIMEN PAPERS



**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2014**

Performing Arts

Unit AS 2:

Planning and Realising a Performing Arts Event

[CODE]

SPECIMEN

**For Examination Between
1 April and 31 May 2014**

Pre-Release Stimulus Material

Introduction

Unit AS 2 gives you the opportunity to choose an event which you will then plan and perform. You will demonstrate your skills in your chosen performing arts discipline (from either Performance or Production) through the practical realisation of your ideas for an audience.

Instructions

You will take on **one** of the following roles:

- performer (dance, drama or music);
- designer (costume, set);
- choreographer/director/musical director;
- technician (lighting, sound); or
- stage manager.

You will work in a group of between two and nine. There should be a minimum of one performer per group. Only one student per group can undertake a particular production discipline. Your group performance should last at least 10 minutes for smaller groups and no more than 40 minutes for larger groups.

You will produce a supporting document from your notes which will be completed under controlled conditions. You will be supervised by your teacher and have a maximum of two hours to complete the work. This will be sent to CCEA by the date we specify.

This supporting document should include the following sections:

- Section 1 – response to the pre-release stimulus material, including:
 - a summary of your research into the social, cultural and historical context of the chosen performance style, form and genre; and
 - a summary of the practical and artistic constraints on the:
 - group's skills;
 - venue;
 - target audience;
 - length of performance; and
 - production costs.
- Section 2 – developing the performing arts event;
 - a summary review of **two** live or recorded performing arts events from the perspective of your chosen discipline; and
 - a summary of experimentation in rehearsal of **two** ideas drawn from your review of live or recorded performing arts events.

- Section 3
 - a rationale for your choice of **one** idea that you implemented in the realisation of the performing arts event;
 - an evaluation of how your own and others' ideas contributed to the performing arts event; and
 - a statement linking your experience of working on the event to employment opportunities in the performing arts industry.

Word limits are as follows:

Section 1 – a maximum of 600 words.

Section 2 – a maximum of 1200 words.

Section 3 – a maximum of 600 words.

Each **group** must submit to CCEA an Examination Record Sheet: Record of Performance Detail before the end of February.

In your realisation of the performing arts event on the day of the practical exam you will also be assessed on one of the following:

Performance

- your performance in dance, drama or music (a minimum of 5 minutes for each candidate).

or

Production

- your presentation of production ideas (between 5 and 10 minutes for each candidate) and the execution of your chosen discipline during the performing arts event.

All candidates must meet the external examiner before the performance and be present during the performance.

Production candidates must present their production ideas to the external examiner prior to the performance.

Your performance/presentation must be recorded. At the start of your performance/presentation you must identify yourself by name, candidate number and centre number.

Assessment

You will be assessed on your individual supporting document and on your individual contribution to the final performance through:

- your knowledge and understanding of the performing arts industry (AO1);
- your acquisition of skills and techniques (AO2);
- your application of skills and techniques (AO3); and
- your analysis and evaluation of your own and others' practice and ideas (AO4).

You will also be assessed on the quality of your written communication.

This refers to your ability to:

- ensure accurate use of spelling, punctuation and grammar in order to make meaning clear;
- select and use an appropriate form and style of writing; and
- organise relevant material clearly and coherently, using specialist vocabulary where appropriate.

All written communication can be either handwritten or word-processed using Arial, font size 12 and single line spacing on A4 paper.

The total mark for this unit is **80**.

The mark allocation is as follows:

- AO1 – 8 marks
- AO2 – 32 marks
- AO3 – 32 marks
- AO4 – 8 marks

AS 2: Planning and Realising a Performing Arts Event

You are asked to produce a performing arts event that engages an audience and makes them reflect on:

'the concept of contrasts'.

You must select an appropriate performance space that accommodates the examination. This may not necessarily be a traditional theatre or dance/music venue. It might be, for example, a domestic space or a site-specific space.

You must decide on a target audience for the performance.

BLANK PAGE



**ADVANCED
General Certificate of Education
2015**

Performing Arts

Unit A2 2: Performing to a Commission Brief

[CODE]

SPECIMEN

**For Examination Between
1 April and 31 May 2015**

Pre-Release Stimulus Material

Introduction

Unit A2 2 gives you the opportunity to form a production company and choose an event from an externally set Commission Brief which you will then plan and perform. As a member of the production company you will carry out a chosen administrative role and demonstrate your skills in your chosen performing arts discipline (from either Performance or Production) through the practical realisation of your ideas for an audience.

Instructions

You will take on **one** of the following roles:

- performer (dance, drama, music);
- designer (costume, set);
- choreographer/director/musical director;
- technician (lighting, sound); or
- stage manager.

You will also take on **one** of the following administrative roles:

- front of house;
- health and safety officer;
- budget and finance;
- education officer;
- press officer; or
- publicity officer.

You will work in a group of between two and six. There should be a minimum of one performer per group. Only one student per group can undertake a particular production discipline or administrative role. Your performance should last at least 15 minutes for smaller groups and no more than 40 minutes for larger groups.

You will produce a record of work which will be sent to CCEA by the date we specify. This should include:

- A research report comprising:
 - Section 1: a summary of your individual research based on the social, cultural and historical context of your chosen Commission Brief (a maximum of 600 words).
 - Section 2: an analysis of financing and marketing practices of **two** professional venues (a maximum of 600 words).
- A summary of your findings comprising a summary of ideas from the practices at **two** professional venues linked to how you carried out your chosen administrative role (a maximum of 600 words).
- Evidence of tasks completed: original administrative materials produced by you and based on your chosen administrative role (a maximum of six sides of A4 paper, or equivalent, depending on the evidence you produce).

- An evaluation (under controlled conditions) of:
 - how the group worked together to agree the concept for the performance of the chosen brief;
 - how the group worked together to explore problems and find solutions, including meeting deadlines and working within a budget;
 - how you as an individual contributed to realising the brief; and
 - the practical outcomes of your administrative role.

You will be supervised by your teacher and have a maximum of 45 minutes to complete the evaluation. You should write a maximum of 600 words.

Each **group** must submit to CCEA an Examination Record Sheet before the end of February.

In your realisation of the Commission Brief on the day of the practical exam you will also be assessed on one of the following:

Performance

- your performance in dance, drama or music (a minimum of 5 minutes for each candidate).

or

Production

- your presentation of production ideas (a maximum of 10 minutes for each candidate) and the execution of your chosen discipline during the group.

All candidates must meet the external examiner before the performance and be present during the performance.

Production candidates must present their production ideas to the external examiner prior to the performance.

Your performance/presentation must be recorded. At the start of your performance/presentation you must identify yourself by name, candidate number and centre number.

Assessment

You will be assessed on your individual record of work and on your contribution to the final performance through:

- your knowledge and understanding of the performing arts industry (AO1);
- your acquisition of skills and techniques (AO2);
- your application of skills and techniques (AO3); and
- your analysis and evaluation of your own and others' practice and ideas (AO4).

You will also be assessed on the quality of your written communication.

This refers to your ability to:

- ensure accurate use of spelling, punctuation and grammar in order to make meaning clear;
- select and use an appropriate form and style of writing; and
- organise relevant material clearly and coherently, using specialist vocabulary where appropriate.

Please note that the quality of written communication will not be assessed in the administrative materials you produce as evidence of the tasks you have completed.

All written communication, can be either handwritten or word-processed using Arial, font size 12 and single line spacing on A4 paper.

The total mark for this unit is **80**.

The mark allocation is as follows:

- AO1 – 8 marks
- AO2 – 16 marks
- AO3 – 48 marks
- AO4 – 8 marks

A2 2: Performing to a Commission Brief

Choose **one** of the following commissions:

Commission 1 An event to celebrate the history of your local area.

or

Commission 2 An event to commemorate the work of The Beatles, George Bernard Shaw or Martha Graham.

or

Commission 3 An event taking as your starting point “Medusa” by Carol Ann Duffy **or** “The Road Not Taken” by Robert Frost.

You must select an appropriate performance space which accommodates the examination. This may not necessarily be a traditional theatre or dance/music venue. It might be, for example, a domestic space or a site-specific space.

You must decide on a target audience for the performance.

BLANK PAGE

MARK SCHEME



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
ADVANCED
General Certificate of Education**

Performing Arts

**GENERAL MARKING
INSTRUCTIONS**

General Marking Instructions

Introduction

The assessment criteria and mark bands are intended to ensure that work presented for the GCE Performing Arts units is marked consistently and fairly. They provide teachers/examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which teachers/examiners should apply in allocating marks to candidates' responses. They should be read in conjunction with these general marking instructions.

The assessment criteria and mark bands for all units can be found in the Appendices section of the specification.

Assessment objectives

Below are the assessment objectives for GCE Performing Arts.

Candidates must:

- demonstrate understanding of the processes and products of the performing arts industry (AO1);
- acquire skills and techniques in specialist areas (AO2);
- realise work by applying skills and techniques in work-related contexts (AO3); and
- analyse and evaluate their own and others' practice and ideas (AO4).

Quality of candidates' responses

In marking candidates' work, teachers/examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17-year-old or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

In the event of unanticipated responses, teachers/examiners are expected to use their professional judgement to assess the validity of responses. If a response is particularly problematic, then teachers should seek the guidance of the Subject Officer and examiners should seek the guidance of the Supervising Examiner.

Positive marking

Teachers/examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Teachers/examiners should make use of the whole of the available mark range and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17-year-old or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark bands

In deciding which mark band to award, teachers/examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular mark band to award to any response, teachers/examiners are expected to use their professional judgement. The following guidance is provided to assist teachers/examiners.

- *Threshold performance*: Response which just merits inclusion in the mark band and should be awarded a mark at or near the bottom of the range.
- *Intermediate performance*: Response which clearly merits inclusion in the mark band and should be awarded a mark at or near the middle of the range.
- *High performance*: Response which fully satisfies the mark band description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks that require them to respond in extended written form. These tasks are marked on the basis of the level of response which is indicated in the mark bands. The description for each mark band includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within the mark bands as follows:

Mark band 1: Quality of written communication is basic.

Mark band 2: Quality of written communication is satisfactory.

Mark band 3: Quality of written communication is good.

Mark band 4: Quality of written communication is excellent.

In interpreting these descriptions, teachers/examiners should refer to the more detailed guidance provided below:

Mark band 1 (Basic): The candidate makes only a limited attempt to select and use an appropriate form and style of writing. Their organisation of the material may lack clarity and coherence. They make little use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear.

Mark band 2 (Satisfactory): The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. They organise the relevant material with some clarity and coherence. They make some use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are sufficiently competent to make the meaning evident.

Mark band 3 (Good): The candidate successfully selects and uses a good form and style of writing. They organise the relevant material with clarity and coherence. They make good use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are of a good standard and ensure that the meaning is absolutely clear.

Mark band 4 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. They organise the relevant material extremely well, with the highest degree of clarity and coherence. They make extensive and accurate use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are of the highest standard and ensure that the meaning is absolutely clear.

Assessment Criteria and Mark Bands for Unit AS 2: Planning and Realising a Performing Arts Event For Use by the External Examiner

Candidates need to produce a supporting document in three sections (a, b, and c):

- (a) Section 1 – a response to the pre-release stimulus material (AO1, 8 marks);
- (b) Section 2 – developing the performing arts event (AO2, 32 marks);
- (c) Section 3 – a rationale, an evaluation and a summative statement (AO4, 8 marks); and
- (d) a performance/presentation (AO3, 32 marks).

There are 80 marks available for this unit. Award 0 for work that is not worthy of credit.

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO1 (a)	<ul style="list-style-type: none"> • basic research into the social, cultural and historical context of the chosen performance style and genre that may not wholly reflect the main influences on the performing arts industry; • little knowledge and understanding of the practical and artistic constraints influencing the event; and • quality of written communication that is basic.* <p style="text-align: right;">[1–2]</p>	<ul style="list-style-type: none"> • appropriate research into the social, cultural and historical context of the chosen performance style and genre recognising the main influences on the performing arts industry; • some knowledge and understanding of the practical and artistic constraints influencing the event; and • quality of written communication that is satisfactory.* <p style="text-align: right;">[3–4]</p>	<ul style="list-style-type: none"> • effective and detailed research into the social, cultural and historical context of the chosen performance style, form and genre reflecting the key influences on the performing arts industry; • clear and straightforward knowledge and understanding of the practical and artistic constraints influencing the event; and • quality of written communication that is good.* <p style="text-align: right;">[5–6]</p>	<ul style="list-style-type: none"> • thorough and precise research into the social, cultural and historical context of the chosen performance style, form and genre reflecting the key influences on the performing arts industry; • in-depth knowledge and understanding of the practical and artistic constraints influencing the event; and • quality of written communication that is excellent.* <p style="text-align: right;">[7–8]</p>
*For a detailed explanation of the mark bands for the quality of written communication, see Section 4 of the specification.				

Assessment Criteria and Mark Bands for Unit AS 2: Planning and Realising a Performing Arts Event (cont.)

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO2 (b)	<ul style="list-style-type: none"> a review of two live or recorded performing arts events, indicating basic appreciation of skills and techniques in the chosen discipline; evidence of limited experimentation in rehearsal of two ideas drawn from the reviews, with minimal integration of skills and techniques; little recognition of their own strengths and weaknesses when shaping work in rehearsal; and quality of written communication that is basic.* <p>[1–8]</p>	<ul style="list-style-type: none"> a review of two live or recorded performing arts events, indicating some appreciation of skills and techniques in the chosen discipline; evidence of some creative experimentation in rehearsal of two ideas drawn from the reviews, with some integration of skills and techniques; recognition of some of their own strengths and weaknesses when shaping work in rehearsal; and quality of written communication that is satisfactory.* <p>[9–16]</p>	<ul style="list-style-type: none"> a review of two live or recorded performing arts events, indicating a secure appreciation of skills and techniques in the chosen discipline; evidence of creative experimentation in rehearsal of two ideas drawn from the reviews, integrating skills and techniques effectively; good recognition of their own strengths and weaknesses when shaping work in rehearsal; and quality of written communication that is good.* <p>[17–24]</p>	<ul style="list-style-type: none"> a review of two live or recorded performing arts events, indicating a thorough appreciation of skills and techniques in the chosen discipline; evidence of highly creative experimentation in rehearsal of two ideas drawn from the reviews, integrating skills and techniques with confidence and control; a precise insight into how they shaped work in rehearsal with a highly developed response to their own strengths and weakness; and quality of written communication that is excellent.* <p>[25–32]</p>
<p>*For a detailed explanation of the mark bands for the quality of written communication, see Section 4 of the specification.</p>				

Assessment Criteria and Mark Bands for Unit AS 2: Planning and Realising a Performing Arts Event (cont.)

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO4 (c)	<ul style="list-style-type: none"> little justification of a rationale, with few relevant opinions for their choice of one idea to be implemented in their realisation of the performing arts event; a basic evaluation, with little analysis of how their own and others' ideas contributed to the performing arts event; a basic outline of their experience of working on the event with some attempt to link to employment opportunities; and quality of written communication that is basic.* <p style="text-align: right;">[1–2]</p>	<ul style="list-style-type: none"> some justification of a rationale, supported with appropriate opinions for their choice of one idea to be implemented in their realisation of the performing arts event; a mainly descriptive evaluation, with some analysis of how their own and others' ideas contributed to the performing arts event; an satisfactory outline of their experience of working on the event that is linked with some relevance to employment opportunities; and quality of written communication that is satisfactory.* <p style="text-align: right;">[3–4]</p>	<ul style="list-style-type: none"> a clearly justified rationale, supported with realistic opinions for their choice of one idea to be implemented in their realisation of the performing arts event; a detailed analysis and evaluation of how their own and others' ideas contributed to the performing arts event; a summary of their experience of working on the event that is linked clearly to employment opportunities; and quality of written communication that is good.* <p style="text-align: right;">[5–6]</p>	<ul style="list-style-type: none"> a fully justified rationale, supported with well-reasoned opinions for their choice of one idea to be implemented in their realisation of the performing arts event; a comprehensive critical analysis and evaluation of how their own and others' ideas contributed to the performing arts event; a concise summary of their experience of working on the event that is linked precisely to employment opportunities; and quality of written communication that is excellent.* <p style="text-align: right;">[7–8]</p>
*For a detailed explanation of the mark bands for the quality of written communication, see Section 4 of the specification.				

Assessment Criteria and Mark Bands for Unit AS 2: Planning and Realising a Performing Arts Event (cont.)

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO3 (d)	<ul style="list-style-type: none"> some awareness of working with others to deliver a basic demonstration of limited performance skills or production ideas in the chosen discipline; a performance/ presentation that occasionally conveys the chosen style, form and genre of the event and attempts to contribute to the final outcome; and communication of ideas to the audience with minimal relevance, impact and inconsistent application of technique. <p>[1–8]</p>	<ul style="list-style-type: none"> an ability to work supportively with others to deliver an appropriate demonstration of performance skills or production ideas in the chosen discipline; a performance/ presentation that conveys the chosen style, form and genre of the event and contributes to the final outcome for most of the time; and communication of ideas to the audience with some relevance, impact and application of accurate technique. <p>[9–16]</p>	<ul style="list-style-type: none"> an ability to work independently and with others to deliver an effective demonstration of well-developed performance skills or production ideas in the chosen discipline; a performance/ presentation that confidently conveys the chosen style, form and genre of the event and makes a significant contribution to the final outcome; and communication of ideas to the audience through a confident and secure application of personal technique. <p>[17–24]</p>	<ul style="list-style-type: none"> an ability to work independently and with others to deliver an engaging demonstration of highly developed performance skills or production ideas in the chosen discipline; a performance/ presentation that fully conveys the chosen style, form and genre of the event and produces fit for purpose outcomes; and communication of ideas to the audience through an imaginative and sustained application of personal technique. <p>[25–32]</p>

Assessment Criteria and Mark Bands for Unit A2 2: Performing to a Commission Brief For Use by the External Examiner

Candidates need to produce:

- (a) a research report (AO1, 8 marks);
- (b) a summary of findings (AO2, 16 marks);
- (c) evidence of tasks completed (AO3, 16 marks);
- (d) an evaluation (AO4, 8 marks); and
- (e) a performance or presentation (AO3, 32 marks).

There are 80 marks available for this unit. Award 0 for work that is not worthy of credit.

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO1 (a)	<ul style="list-style-type: none"> • basic research into the social, cultural and historical context of the chosen Commission Brief; • a superficial and incomplete description of the financing and marketing practices of two professional venues, showing limited knowledge and understanding of professional practice in the performing arts industry; and • quality of written communication that is basic.* <p style="text-align: right;">[1–2]</p>	<ul style="list-style-type: none"> • appropriate research into the social, cultural and historical context of the chosen Commission Brief; • a satisfactory description of the financing and marketing practices of two professional venues, showing some knowledge and understanding of professional practice in the performing arts industry; and • quality of written communication that is satisfactory.* <p style="text-align: right;">[3–4]</p>	<ul style="list-style-type: none"> • effective and detailed research into the social, cultural and historical context of the chosen Commission Brief; • a clear and detailed account of the financing and marketing practices of two professional venues, showing knowledge and understanding of professional practice in the performing arts industry; and • quality of written communication that is good.* <p style="text-align: right;">[5–6]</p>	<ul style="list-style-type: none"> • thorough and precise research into the social, cultural and historical context of the chosen Commission Brief; • a precise and in-depth account of the financing and marketing practices of two professional venues, showing comprehensive knowledge and understanding of professional practice in the performing arts industry; and • quality of written communication that is excellent.* <p style="text-align: right;">[7–8]</p>

***For a detailed explanation of the mark bands for the quality of written communication, see Section 4 of the specification.**

Assessment Criteria and Mark Bands for Unit A2 2: Performing to a Commission Brief (cont.)

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO2 (b)	<ul style="list-style-type: none"> a basic attempt to link the research findings of professional practice to carrying out the administrative role; and quality of written communication that is basic.* <p>[1–4]</p>	<ul style="list-style-type: none"> some attempt to link the research findings of professional practice to carrying out the administrative role; and quality of written communication that is satisfactory.* <p>[5–8]</p>	<ul style="list-style-type: none"> effective links are made with the research findings of professional practice to carry out the administrative role; and quality of written communication that is good.* <p>[9–12]</p>	<ul style="list-style-type: none"> highly intuitive links are made with the research findings of professional practice to carry out the administrative role; and quality of written communication that is excellent.* <p>[13–16]</p>
AO3 (c)	<ul style="list-style-type: none"> incomplete evidence of the three administrative tasks that shows only basic professional practice. <p>[1–4]</p>	<ul style="list-style-type: none"> some evidence of the three administrative tasks that shows appropriate professional practice. <p>[5–8]</p>	<ul style="list-style-type: none"> significant evidence of the three administrative tasks that shows consistent consideration of professional practice. <p>[9–12]</p>	<ul style="list-style-type: none"> thorough and detailed evidence of the three administrative tasks that shows insightful reflection of professional practice. <p>[13–16]</p>
<p>*For a detailed explanation of the mark bands for the quality of written communication, see Section 4 of the specification.</p>				

Assessment Criteria and Mark Bands for Unit A2 2: Performing to a Commission Brief (cont.)

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO4 (d)	<ul style="list-style-type: none"> • a basic description of how the group agreed the concept for the Commission Brief; • a basic evaluation with minimal analysis of their own and others' ability to make decisions, explore problems and find solutions, and limited reference to meeting deadlines and production costs; • an incomplete account of their own contribution in realising the brief, with little evidence of analysis; • a superficial or incomplete evaluation of the practical outcomes of their administrative role, with little evidence of analysis; and • quality of written communication that is basic.* <p style="text-align: right;">[1–2]</p>	<ul style="list-style-type: none"> • a relevant description with aspects of analysis of how the group agreed the concept for the Commission Brief; • a mainly descriptive evaluation with some analysis of their own and others' ability to make decisions, explore problems and find solutions, and some reference to meeting deadlines and production costs; • an appropriate analysis of their own contribution in realising the brief; • some analysis and evaluation of the practical outcomes of their administrative role; and • quality of written communication that is satisfactory.* <p style="text-align: right;">[3–4]</p>	<ul style="list-style-type: none"> • an effective analysis of how the group negotiated and agreed the concept for the Commission Brief; • a clear analysis and evaluation of their own and others' ability to make decisions, explore problems and find solutions, and detailed reference to meeting deadlines and production costs; • a detailed analysis of their own contribution in realising the brief; • a realistic analysis and evaluation of the practical outcomes of their administrative role; and • quality of written communication that is good.* <p style="text-align: right;">[5–6]</p>	<ul style="list-style-type: none"> • a perceptive analysis of how the group negotiated and agreed the concept for the Commission Brief; • a critical analysis and evaluation of their own and others' ability to make decisions, explore problems and find solutions, and a full appreciation of meeting deadlines and production costs; • a comprehensive analysis of their own contribution in realising the brief; • an insightful analysis and evaluation of the practical outcomes of their administrative role; and • quality of written communication that is excellent.* <p style="text-align: right;">[7–8]</p>
*For a detailed explanation of the mark bands for the quality of written communication, see Section 4 of the specification.				

Assessment Criteria and Mark Bands for Unit A2 2: Performing to a Commission Brief (cont.)

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO3 (e) EITHER Performance	<ul style="list-style-type: none"> a basic interpretation that reflects a superficial degree of engagement, with the Commission Brief; a performance with basic level of skills development; and basic meaning and mood communicated in the final performance with little evidence of personal style. [1–8] 	<ul style="list-style-type: none"> an appropriate but sometimes uneven interpretation that reflects a moderate degree of engagement with the Commission Brief; a performance with some level of skills development; and meaning, mood and personal style conveyed in the final performance with some relevance and originality. [9–16] 	<ul style="list-style-type: none"> a confident and sustained interpretation that reflects a consistent degree of engagement with the Commission Brief; a performance with a considerable level of skills development; and meaning, mood and personal style conveyed in the final performance with effectiveness and aspects of originality. [17–24] 	<ul style="list-style-type: none"> a highly developed and fully sustained interpretation that reflects a high degree of engagement with the Commission Brief; a performance with a professional level of skills development; and meaning, mood and personal style conveyed in the final performance with flair and originality. [25–32]
OR Production	<ul style="list-style-type: none"> a basic product that reflects a superficial degree of engagement with the production needs of the Commission Brief; a presentation and supporting materials that indicate only basic consideration of the technical and aesthetic production needs; and basic meaning and mood communicated in the final performance with little evidence of personal style. [1–8] 	<ul style="list-style-type: none"> an appropriate but sometimes uneven product that reflects a moderate degree of engagement with the production needs of the Commission Brief; a presentation and supporting materials that indicate uneven consideration of the technical and aesthetic production needs; and meaning, mood and personal style conveyed in the final performance with some relevance and originality. [9–16] 	<ul style="list-style-type: none"> a confident and sustained product that reflects a consistent degree of engagement with the production needs of the Commission Brief; a presentation and supporting materials that indicate competent consideration of the technical and aesthetic production needs; and meaning, mood and personal style conveyed in the final performance with effectiveness and aspects of originality. [17–24] 	<ul style="list-style-type: none"> a highly developed and fully sustained product that reflects a high degree of engagement with the production needs of the Commission Brief; a presentation and supporting materials that indicate comprehensive consideration of the technical and aesthetic production needs; and meaning, mood and personal style conveyed in the final performance with flair and originality. [25–32]

BLANK PAGE

A CCEA Publication © 2013



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT
☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📞 +44 (0)28 9024 2063

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
✉ info@ccea.org.uk 🌐 www.ccea.org.uk