

**BTEC Level 3 Nationals in  
Performing Arts  
External Assessment  
Unit 3: Group Performance Workshop**



**Sample Marked Learner Work**  
Issue 2 - April 2023

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### Activity 2 Group Performance Workshop

The video recording of the Group Performance Workshop can be found here:

[Low Mark Learner Group Performance Workshop](#)



Learner Identification:

*The learner performs as The Witch. He is the fourth character to enter the performance space. He appears stage right slightly off camera and then moves to upstage centre and initially stands with his back to the audience for a while. He*

*wears a long brown dressing gown with a grey trim.*

You will need to refer to the BTEC Level 3 Nationals in Performing Arts (2016) specification alongside these sample materials

<https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.html>

**Note:**

The Pearson Set Task and the learner's work used for this sample marked learner work are taken from the June 2022 series.

You are reminded that you need to use the relevant Set Task for the series in which your learners have been entered.

## **Introduction**

The following sample marked learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Each task/activity will show the learner's response, followed by comments by the Lead Examiner and some Top Tips.

The marking grids for each task/activity are also included for reference.



# Pearson Set Task

<b>Pearson BTEC Level 3 Nationals Diploma/Extended Diploma/ Foundation Diploma/Extended Certificate</b>		
<b>Window for supervised period:</b> Centres may choose		
<b>Supervised hours</b> 5 hours	<b>Paper reference</b>	<b>31557H</b>
<b>Performing Arts</b> <b>UNIT 3: Group Performance Workshop</b>		
<b>You do not need any other materials.</b>		

## Instructions

- This booklet contains materials for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- This booklet must be given to learners as soon as it is received, so that learners can start the research period in advance of the final supervised assessment period.
- This set task must be undertaken during the assessment period of 5 hours in the period specified by Pearson.
- This booklet should not be returned to Pearson.

## Information

- The total mark for this paper is 60.

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### Instructions to Teachers/Tutors

The set task should be carried out under supervised conditions.

The digital process log must be completed on a computer using the template provided by Pearson.

It is expected that learners will spend up to 10 hours on interpretation of the stimulus and planning and up to 30 hours on the development of creative ideas.

The majority of work during these 40 hours will be completed under informal supervision.

During this period:

- work and resources can be brought in and out of the informally supervised environment, but these must be monitored so the learner's final product can be authenticated
- learners may make notes during informally supervised sessions and may take a copy of these notes into the formal supervised sessions.

This booklet must be given to learners as soon as it is received, so that learners can start the research period in advance of the final supervised assessment period. It is expected that scheduled lessons or other timetabled slots will be used for some or all of the preparation.

There are **two** activities for the set task and **two** outcomes for submission.

#### Activity 1: Digital process log

- Inputting of responses on the digital process log will take place at four milestone stages under supervised conditions.
- Milestone 1: Interpretation of the stimulus and planning
- Milestone 2: Development of creative ideas: early-stage review
- Milestone 3: Development of creative ideas: mid-stage review
- Milestone 4: Review and reflection
- Each milestone stage entry must be dated and saved as a pdf at the end of each supervised session.

### **Activity 2: Group performance workshop**

- A single recording must be submitted for each group performance workshop.
- The recording of learners must be carried out by the supervising teacher/tutor.
- The recording must not be edited, amended or manipulated.
- Learners may not be assisted with the performance during the recording.

All learner work must be completed independently before being authenticated and submitted to Pearson by the teacher/tutor.

It is essential that learner evidence is referenced correctly and submitted: please refer to the Administrative Support Guide for this unit for instructions on how to do this.

The supervised assessment will take place in a period specified by Pearson.

Teachers/tutors should note that:

- learners must not be given any direct guidance or prepared materials
- all work must be completed independently by the learner.

The set task is a formal external assessment and must be conducted with reference to the instructions in this booklet and the BTEC Nationals *Instructions for Conducting External Assessments (ICEA)* document to ensure that the assessment is supervised correctly. An authentication statement will be required confirming that learner work has been completed as directed.

Learners may refer to their notes, records and recordings during this time, however teachers/tutors must ensure that all materials learners refer to are the learner's own work.

Learners must not bring anything into the supervised environment or take anything out without teacher/tutor knowledge and approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

### **Maintaining security**

- During the supervised assessment sessions, the assessment areas must only be accessible to the individual learners and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept securely.
- Only permitted materials for the set task can be brought into the supervised environment. During any break, materials must be kept securely.
- Any materials being used by learners must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period for the digital process log.

### Outcomes for submission

Two pieces of work will need to be submitted by each learner:

- digital process log
- digital video recording of the group performance workshop to an audience.

Learners must complete the authentication statement on the Learner Record and Authentication Sheet, which must be submitted with the learner work.

The work should be submitted no later than Friday 27 May 2022.

Please see below for a summary of evidence requirements for the digital process log.

It is essential that evidence is correctly referenced and submitted: please refer to the Administrative Support Guide for this unit for instructions on how to do this.

Milestone	Mandatory evidence	Optional evidence
<b>Milestone 1</b> Interpretation of the stimulus and planning	Up to <b>800</b> words	Up to <b>4</b> images
<b>Milestone 2</b> Development of creative ideas (early stage review)	Up to <b>800</b> words	Up to <b>4</b> images Up to <b>4</b> minutes of video <b>and/or</b> audio Video <b>and</b> audio material for Milestone 2 must not exceed <b>4</b> minutes
<b>Milestone 3</b> Development of creative ideas (mid-stage review)	Up to <b>800</b> words	Up to <b>4</b> images Up to <b>4</b> minutes of video <b>and/or</b> audio Video <b>and</b> audio material for Milestone 3 must not exceed <b>4</b> minutes
<b>Milestone 4</b> Review and reflection	Up to <b>800</b> words	Up to <b>4</b> images

### Total evidence for the digital process log and group performance workshop

In summary, for **each learner** the **maximum total** evidence for this unit is:

- 3200 words
- 16 images
- 8 minutes of video **and/or** audio footage of learners during the development and rehearsal process (digital process log)
- 10–20 minutes of video (group performance workshop).

### Instructions for Learners

Read the set task information carefully.

This contains all the information you need to complete each activity within the set task.

Plan your time carefully to allow for the preparation and completion of all the activities.

You will be given up to 10 hours for interpretation of the stimulus and planning and up to 30 hours for the development of creative ideas.

You will complete the activities within the set task under supervision and your work will be kept securely during any breaks taken.

You will have access to a computer.

You must work independently on **Activity 1: Digital process log** throughout the supervised assessment period and must not share your work with other learners.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on how to complete the task.

**Activity 1: Digital process log** must be completed under supervision in timetabled sessions provided by your centre. You will be given more than one timetabled session to complete this task.

#### **Activity 2: Group performance workshop**

#### **Outcomes for submission**

You will need to submit two pieces of work on completion of the supervised assessment period:

- digital process log
- digital video recording of the group performance workshop to an audience.

You must complete the authentication statement on the Learner Record and Authentication Sheet, which must be submitted with your work.

### Set Task Brief

You will work as part of a small performance company of three to seven performers.  
You will create an original piece of performance work to present to an invited audience.

You must use the stimulus found at the end of this booklet as a basis for developing the piece.

The performance piece needs to be between 10 to 20 minutes long depending on the performance discipline and/or the number of performers in the group.

The audience will want to see an original piece of work created in response to the stimulus. Your performance company will need to work creatively together, using all your strengths to create an imaginative and innovative piece of work.

Throughout the task you must complete a digital process log at four key milestone stages, under supervised conditions.

The digital process log should capture the process of devising, and your contribution to the development and rehearsal process.

You must demonstrate your personal contributions to the artistic decisions made within the group context in response to:

- interpretation of the stimulus and planning
- development and realisation of creative ideas
- review and reflection of the performance workshop.

The digital process log may include embedded digital photographs, video and/or audio files in one or more of the milestone stage entries.

## Set Task

**You must complete two activities within the set task.**

Activity 1: Digital process log

Activity 2: Group workshop performance

### **Activity 1: Digital process log – Completed at four milestone stages**

**Milestone 1:** Interpretation of the stimulus and planning

You must plan and develop a group performance based on your interpretation of the stimulus. During the process you will need to consider:

- your interpretation of the stimulus
- your practical exploration of the stimulus
- your research
- your artistic aims and intentions
- the target audience
- the form and style of the performance
- the practical performance skills you and your company can apply.

You will be assessed on your individual contribution to the interpretation of the stimulus, planning and the generation of ideas.

You should spend 1 hour completing Milestone 1 of your digital process log under supervised conditions at the time scheduled by your teacher/tutor.

**Milestones 2 and 3:** Development and realisation of creative ideas (early and mid-stage review)

You must participate in practical activities to shape and develop the material, experimenting with form and style and applying performance skills to communicate your group's creative intention.

During this process, you will need to consider:

- the duration of the piece (10 to 20 minutes)
- the performance skills of the group
- the performance form and structure.

You will be assessed on your:

- use of exploratory techniques to develop performance material
- ideas for the form and content of the performance material
- selection and development of performance skills
- application of personal management and collaborative skills.

You should spend 1 hour completing **each** of Milestones 2 and 3 of your digital process log under supervised conditions at the time scheduled by your teacher/tutor (e.g. a total of 2 hours).

**Milestone 4:** Review and reflection

You will complete the final entry of your digital process log reflecting on the effectiveness of the working process and performance workshop. This review and reflection will include analysis of strengths and weaknesses, and how the work could be developed as a fully resourced professional production.

You will need to consider:

- the feedback and response from your invited audience
- the recording of the performance.

You will be assessed on your:

- reflection on the impact of your own and other people's personal management and collaborative skills
- reflection of the impact of your own and other people's creative and performance skills
- ideas for further development of the performance material.

You should spend 1 hour completing Milestone 4 of your digital process log under supervised conditions at the time scheduled by your teacher/tutor.

**(Total for Activity 1 = 42 marks)**

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Please see below for a summary of evidence requirements for the digital process log.

It is essential that evidence is correctly referenced and submitted: please refer to the Administrative Support Guide for this unit for instructions on how to do this.

Milestone	Mandatory evidence	Optional evidence
<b>Milestone 1</b> Interpretation of the stimulus and planning	Up to <b>800</b> words	Up to <b>4</b> images
<b>Milestone 2</b> Development of creative ideas (early stage review)	Up to <b>800</b> words	Up to <b>4</b> images Up to <b>4</b> minutes of video <b>and/or</b> audio Video <b>and</b> audio material for Milestone 2 must not exceed <b>4</b> minutes
<b>Milestone 3</b> Development of creative ideas (mid-stage review)	Up to <b>800</b> words	Up to <b>4</b> images Up to <b>4</b> minutes of video <b>and/or</b> audio Video <b>and</b> audio material for Milestone 3 must not exceed <b>4</b> minutes
<b>Milestone 4</b> Review and reflection	Up to <b>800</b> words	Up to <b>4</b> images

**Total evidence for the digital process log and group performance workshop**

In summary, for **each learner** the **maximum total** evidence for this unit is:

- 3200 words
- 16 images
- 8 minutes of video **and/or** audio footage of learners during the development and rehearsal process (digital process log)
- 10–20 minutes of video (group performance workshop).

## **Activity 2: Group performance workshop**

You must present your group performance workshop to an invited audience.

You will perform as part of an ensemble, using relevant performance skills to communicate the creative intention.

You will be assessed on your individual performance skills, your interaction with other performers and your communication of creative ideas.

After the performance, you are advised to incorporate an audience feedback session, using targeted questions. This session is intended to support you in preparation for your review and reflection. The audience feedback does not need to be recorded or submitted for assessment.

### **Essential information**

It is important to remember that this is a 'work in progress'.

Production elements of the work, for example costumes, lighting and sound, may still be undecided or unfinished.

The performance workshop should be filmed using natural light or a general lighting wash/cover. You may use music, sound effects, props, costumes and basic staging as suited to a performance workshop and to give an impression of the creative intention of the work.

The audience feedback will help you to judge audience responses and receive constructive criticism so that you can explain how you could develop the work further.

At the beginning of the recording, you must clearly identify yourself by stating your:

- full name
- full registration number
- centre name
- centre number.

It is anticipated that the recording of the performance plus discussion with the audience will take approximately 1 hour under supervised conditions.

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**(Total for Activity 2 = 18 marks)**

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**TOTAL FOR PAPER = 60 MARKS**

### Set Task Information

You must use the stimulus below to create and develop your performance ideas.



(Source: © John Gay/Historic England/Mary Evans)

# Sample Marked Learner Work

## Learner 1 (Low Mark)

**Total Marks Awarded: 12**

**General Comments:**

This is limited level 3 devised work. Whilst the learner has created performance work in response to the original stimulus material. There is evidence that the stimulus has largely been 'linked to' rather than being at the heart of the learner's response. There is little sense of creative experimentation, collaboration or of the 'journey' of the devising process. Performance skills are limited at this level.

## Activity 1 (Milestone 1)

**Assessment Objective 1:** Understand how to interpret and respond to stimulus for a group performance

### Milestone 1: Planning and interpretation of stimulus

Milestone Entry Date

21/01/2022

#### Log Entry

The stimulus is a photo of a man walking through a forest. Our task is to create performance based on the given stimulus. The three sources for the photo are John Gay, Historic England and Mary Evans. My reaction to the stimulus is that the forest is dark and mysterious, which the foggy atmosphere helps create. The source also shows nature as a powerful force. The man in the photo adds an odd juxtaposition from the forest as he looks like he has come from an urban area, and into this rural forest. The man holding a briefcase makes this feel like he isn't there to enjoy the forest, but there for business reasons.

One piece of research my group did was to watch movies that features a supernatural forest, for this a few of us watched the Chronicles of Narnia series as we felt there could be many links from that series to our performance. The way we linked this idea to our performance was by having a character from the real world enter a forest to save it. The difference between our performance and The Chronicles of Narnia is, our character from the real world is middle aged man, compared to the kids from 'the Lion, The Witch & The Wardrobe'. This links back to the stimulus by having everyday people entering a mysterious forest. Another movie we watched as research was 'Into the Woods', the journey aspect of the film helped inform several parts of the performance. For instance, having a witch tell the other characters to find ingredients for a potion. The difference between our performance and 'Into the Woods' is that, in our story, the witch is a good character, who is trying to help save the forest. We felt this film linked back to the stimulus by having the main character walk through a dark forest. We also created a playlist that relates to the woods, to help us generate ideas. We chose the songs based how we felt they represented the feelings we got from the stimulus.

For the practical exercise that we did, we each suggested ideas and tried to flesh them out through experimentation. The first idea we tried, we had tree and fairy try to save a forest. Then a guy from the real world showed up and tried to understand what was going on in the forest. The tree suggests they find a witch to see if she has a clue of how to save the forest, and also why the guy is even in the forest. Which ends with her trying to make a potion for the guy to drink, which should help get rid of the mist that is destroying the forest. This idea links to by having the guy in the photo represented by the guy character, and a majority of the performance in a forest. Another idea we had is where a man is doing everyday household things, like cooking. Then is transported into a miniature forest, that happens to be inside a jar. The man meets the natives of the jar forest and they all realize that him being there is destroying the forest. So, the man and the fairies try

to get him out of the forest. Then when he gets out of the forest he returns to his normal size but finds the jar on a shelf in his home. Our second idea links to the stimulus by having the man as an unknowingly evil being trying to kill the forest by being there. A third idea we had was where a man was on the run for accidentally murdering someone, then he runs into a mystical forest whilst avoiding the police. We didn't get far with this idea as we felt it was hard to do a murder scene. The third idea links by having the guy in the photo being an escaping from the police.

Photo/Video Reference (filename)

**Unit 3: Group Performance Workshop - Marking Grid 1**

Milestone 1 of the digital process log will be marked against the following marking grid :					
Level	0	1	2	3	4
Mark	0	1-3	4-6	7-9	10-12
<b>AO1: Understand how to interpret and respond to stimulus for a group performance</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Limited ability to interpret the stimulus material demonstrating limited practical exploration and primary/secondary research</li> <li>Creative ideas for performance are stated and show limited relevance to the stimulus</li> <li>Demonstrates limited contribution to the group's interpretation of stimulus and generation of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Competent ability to interpret the stimulus material demonstrating appropriate practical exploration and primary/secondary research</li> <li>Creative ideas for performance are descriptive in detail and show general relevance to the stimulus</li> <li>Demonstrates adequate contribution to the group's interpretation of stimulus and generation of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Confident ability to interpret the stimulus material demonstrating focused practical exploration and primary/secondary research</li> <li>Creative ideas for performance are explained and show considered relevance to the stimulus</li> <li>Demonstrates assured contribution to the group's interpretation of stimulus and generation of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Accomplished ability to interpret the stimulus material demonstrating fully engaged and sustained practical exploration and primary/secondary research</li> <li>Creative ideas for performance are justified with perceptive relevance to the stimulus</li> <li>Demonstrates authoritative and engaged contribution to the group's interpretation of stimulus and generation of ideas.</li> </ul>

**Lead Examiner Commentary**

**Mark: 2**

There is a limited, rather descriptive, initial response to the stimulus. Research is limited to 'watching movies that feature a supernatural forest'. Practical exploration of the stimulus is limited to the description of plot ideas which show limited relevance to the stimulus.

Overall, there is limited evidence of the learner having completed any relevant research or of useful practical exploration of the stimulus. There is also limited evidence of the learner's contribution to the group's interpretation of the stimulus and the generation of ideas for performance.

**Tips**

In milestone 1 learners need to demonstrate their understanding of how they have interpreted and responded to the stimulus in the set task.

Learners should analyse **how** they have interpreted the stimulus through practical exploration and through relevant primary and/or secondary research. They should justify their initial creative ideas for the group performance making it clear **how** these

creative ideas relate to the stimulus. Whilst doing this they should also demonstrate their contribution to, and engagement with, the group's interpretation of the stimulus and the generation of their ideas. It can also be helpful if learners outline their artistic aims and intentions and, if relevant, the form and style of the performance and their intended target audience.

It is important that learners do not complete this milestone too early in the process. They should have had the opportunity to work in their performance group to practically explore the stimulus, to undertake *relevant* research, to decide upon their initial creative ideas and to practically explore and develop these ideas in order to be able to access the full range of marks for this milestone log entry.

### **Activity 1 (Milestones 2 & 3)**

**Assessment Objective 2:** Develop and realise creative ideas for a group performance in response to stimulus

**Milestone 2: Development of creative ideas: early stage review**

**Milestone Entry Date**

**04/02/2022**

**Log Entry**

For our performance, we are most of the way through. We only need to devise the Fairy's death scene, in which the Fairy is stabbed by Guy (the 'human' character). We have devised several scenes; one where the characters gather the 'Golden Goose Egg', the 'Silver Serpent's Blood' and some Magic Mushrooms. We have a scene at the start that introduces the four main characters in the first few minutes. Our Creative Intentions for the piece are, to make an Panto style performance that is enjoyable, light-hearted which allows the audience to escape into another world. Our target audience is all ages, so we have made sure the language and jokes are age appropriate.

One thing we did to help create ideas is the snake scene in the performance, in this scene the Fairy, Witch and Guy all have to talk to the Serpent whilst not being able to look at the puppeteer throughout the scene. Our performance type is Pantomime, which allows us to go for a silly, more cartoonish style that makes it more fun for the audience. One thing that boosts the Panto feel is to include a song, 'Home' from the stage version of 'Disney's Beauty and the Beast', which is sung by the tree character before he dies due to the 'mist'. One performance technique we are using is a Running Gag. In our performance, whenever a character says 'the mist', all the characters who originated from the forest do a hand motion all at the same time. Another performance technique we are using is puppetry, this is to show the 'Silver Serpent'. This is so we can have a physical snake-like character on stage for the audience to see. This also makes the scene more visibly interesting and easier to act through, as it gives the actors something to look at when they are talking. The third performance technique we used were Mime and Tableaus, which we used in one scene to help introduce the characters. Throughout the scene we shift between two perspectives. The first is Guy's journey to the forest. The second is in the forest with Tree, Fairy and the Witch.

When trying to incorporate the song into the performance we were struggling with; whether we should have the backing track, whether we should cut the song down and what the other characters should be doing throughout the song. In the end, we decide that having the song be acapella, so we could have an easier time editing it down. We have chosen what parts of the story to develop based on

whether we, as a group, felt they helped move the story forward. Some scenes still need to be developed, like the 'Golden Goose Egg' scene and the Fairy's death scene. Once all the scenes are fully decided we'll do run-throughs until we feel the performance is ready to be shown. Areas we could do more research into is 'how Pantomimes work?', this so the show feels more like an authentic pantomime.

**Photo/Video Reference (filename)**

**Milestone 3: Development of creative ideas: mid-stage review**

**Milestone Entry Date** 28/02/2022

**Log Entry**

At this point in the process we have created all the scenes for the devised performance. This includes thinking about the technical elements that will go into the piece, which have all been written onto a script so the person at the tech desk can easily follow along and do the sound and lighting at the right time. The skills that I bring to the performance are my experiences of being in Pantomimes and dancing, the actor playing the Fairy has strong acting and devising skills, the actor playing Guy brings his deadpan comedy skills to the performance and the actor playing the tree uses his singing skills in the tree's death scene.

One scene we've developed is the fairy's death scene. Originally the fairy was going to be stabbed by Guy, but then we felt that if Guy uses the mist to kill the fairy it would help show him as the true villain. During this scene Guy is revealed to be the mist, and that he came to the forest to destroy it. After Fairy's death, Guy walks off stage to continue with his evil plan. Something we felt we had to include was more dialogue for Guy, as for most of the show he is just stood there doing nothing. We felt that this would make scenes funnier for the audience and make them more invested in the character. This will also help them think that he has nothing to do with the mist, so when he is revealed to be the mist it adds shock value. Another thing we have changed is including more audience interaction, we believe we have achieved this by having the characters talk directly to the audience at some parts and walking into the audience area. For the tree's death we have decided to slowdown the dance moves as it felt as if we were trying to rush the scene.

For the lighting it will have a blue backlight for the two thirds of the production, then it will transition into a purple backlight for the last two scenes. We have chosen sound effects that will play when certain characters or ideas are mentioned. The last technical design element that we have used is a smoke machine so we can make the mist feel like a real element to the performance, which helps the audience feel like they are going along for the adventure. The use of the smoke machine links to the stimulus because there was a guy walking through a misty forest. We have also talked about costumes for the performance, my character is going to be mostly dark colours with a long cloak (dressing gown). The tree will be brown with some green parts to reference the leaves. Guy's costume it going to be the actors everyday clothing. The fairy's costume is going to be some fairy wings. Our target audience is primarily children but can be

enjoyed by all ages, we felt this was a good idea as this fits the genre of the performance. I feel the audience will enjoy it, this is due to its upbeat nature.

**Photo/Video Reference (filename)**

**Unit 3: Group Performance Workshop - Marking Grid 2**

Milestone 2 and 3 of the digital process log will be marked against the following marking grid :					
Level	0	1	2	3	4
Mark	0	1-3	4-7	8-11	12-15
<b>AO2: Develop and realise creative ideas for a group performance in response to stimulus</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Use of exploratory techniques demonstrates limited ability; material being generated is limited.</li> <li>Limited ideas for form and content of the performance are realised in relation to the creative intention.</li> <li>Limited ability to use own and group performance skills to develop and refine ideas and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use of exploratory techniques demonstrates adequate ability; material being generated is appropriate.</li> <li>Appropriate ideas for form and content in relation to the creative intention of the performance are realised are partially explained</li> <li>Relevant use of own and group performance skills to develop and refine ideas and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use of exploratory techniques demonstrates effective ability; material being generated is considered, evidencing selectivity.</li> <li>Cohesive ideas for form and content in relation to the creative intention of the performance are realised and explained.</li> <li>Considered and proficient use of own and group performance skills to develop and refine ideas and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Use of exploratory techniques demonstrates an accomplished ability; material being generated evidences insight around selection of techniques utilised.</li> <li>Sophisticated ideas for form and content in relation to the creative intention of the performance are justified.</li> <li>Confident and justified use of own and group performance skills to develop and refine ideas and materials.</li> </ul>

### Lead Examiner Commentary

**Mark: 3**

The learner’s milestone entries are fairly descriptive of what the group has done and/or are doing. They provide a largely narrative account of the plot. There is little sense of an exploratory process in order to develop work in response to a set stimulus.

Overall, there is evidence of a limited ability to use exploratory techniques to generate material and there is limited reference to the development of the learner’s own or the group’s performance skills.

### Tips

In their second and third milestone log entries and the accompanying optional evidence, learners should communicate the exploratory process they have been through in order to generate and develop their creative ideas in response to the set stimulus during the devising process, including any specific devising and/or performance techniques with which they have experimented.

They should analyse how the performance material has been generated justifying their ideas for the form and content of the developing practical work in relation to the stimulus and their creative intentions for the performance. They should also analyse how they and their groups have applied their performance skills to develop and refine their ideas and their practical work.

## Activity 1 (Milestone 2 & 3)

**Assessment Objective 3: Apply personal management and collaborative skills to a group performance workshop process**

### Unit 3: Group Performance Workshop - Marking Grid 3

Milestone 2 and 3 of the digital process log will be marked against the following marking grid :					
Level	0	1	2	3	4
Mark	0	1-3	4-5	6-7	8-9
<b>A03: Apply personal management and collaborative skills to a group performance workshop process</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Limited application of personal management</li> <li>Inconsistent application of collaborative skills during the development process</li> <li>Limited contribution to the group performance workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate application of personal management</li> <li>Adequate application of collaborative skills during the development process</li> <li>Competent contribution to the group performance workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent application of personal management</li> <li>Focussed application of collaborative skills during the development process</li> <li>Confident and effective contribution to the group performance workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained application of personal management</li> <li>Sensitive and supportive application of collaborative skills during the development process</li> <li>Engaged and accomplished contribution to the group performance workshop.</li> </ul>

### Lead Examiner Commentary

**Mark: 2**

In the learner's written entries for milestones 2 and 3 there is limited evidence of their contribution to the developing and devising process and limited evidence of the application of their collaborative skills.

### Tips

Whilst discussing their working processes, learners should convey their contribution to the development process, the application of their personal management, group-work and collaborative skills and demonstrate their engagement with the process of developing their group performance workshop.

If a collaborative process is at the heart of the creative choices being made the learners engagement and contribution will be evident in their discussion of the development and realisation of their creative ideas.

A statement on how well a learner has worked as an individual or within a group rarely provides evidence and certainly not secure evidence that this has occurred.

## Activity 1 (Milestone 4)

**Assessment Objective 5:** Apply performance skills to communicate creative intentions during performance workshop

~~XXXXXXXXXX~~

~~XXXXXXXXXX~~

Milestone 4: Review and reflection	
Milestone Entry Date	25/03/2022
Log Entry	
<p>We did the performance on Wednesday 23<sup>rd</sup> March 2022, in <del>XXXXXXXXXX</del> College's Theatre. We had a semi-full audience, of around twenty people, which allowed for a more interesting performance. Our audience consisted of <del>XXXXXXXXXX</del> <del>XXXXXXXXXX</del> College students. I personally felt the performance was amazing, this is due to how much the audience laughed throughout the performance. This helped us put more energy into the performance.</p> <p>Some feedback we got included, the witch's exit was well executed. I agree with this because I felt it was taking advantage of a small budget, which was a joke throughout the whole performance. Another piece of feedback we had been given was the way we carried the 'Golden Goose Egg' onstage. Whilst I didn't like how we did it, I can agree that it's an interesting way to put a prop/set piece on stage. The first thing I would do differently is have the egg brought on with a blackout. This is due to my dislike of the way we did it. Another thing I would do differently is to make a joke that the 'Golden' in the 'Golden Goose Egg' is describing the Goose, and not the Egg. I feel this would be a better change because it would give Guy/the Mist more lines. A third thing I would add is sound effects for each of the characters. I feel this would add to the feel of a pantomime. We were going to have this but didn't know how much tech we'd be able to have. Something I would do differently that links to the sound effects, is include a backing track for the song the proceeds the trees death. I feel this will help elevate the song and keep it in the audience's heads. The last thing I would add is more audience interaction in the first scene. This will make the audience get more into the feeling of a pantomime.</p> <p>Something I would do to personally develop my character is make my voice sound more witchy. This is to help sell the idea that my character is a witch, beyond the body language and costume. For the piece, I feel it doesn't need a lot more development, other than Guy/the Mist's characterization and the Witch's costume. I feel Guy/the Mist's characterization could've been better because he felt like the actor didn't want to be there at all. I felt this due to how little effort he put into the entire performance. I feel that my costume (the Witch) could've been better because it looks very cheap and bland. One thing I've learned is, sometimes having minimal props throughout a show can increase the impact on the audience. We felt that if we could have more lighting changes, this would've helped show different locations throughout the performance. One thing my group have talked about is developing it a little further and possibly publish it. We feel this would be fun so then this story can reach more audiences. The audience felt the strongest moment was Fairy's death, this is because we didn't have a blackout at the end of the scene. we didn't do this because at one point we were told we weren't able to have blackouts.</p>	

**Unit 3: Group Performance Workshop - Marking Grid 5**

Milestone 4 of the digital process log will be marked against the following marking grid :				
Level	0	1	2	3
Mark	0	1-2	3-4	5-6
<b>A05</b> <b>Review and reflect on the effectiveness of the working process and the workshop performance</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Limited judgements offered relating to impact of own and group contribution towards:                             <ul style="list-style-type: none"> <li>creative and performance skills</li> <li>personal management and collaborative skills during the development process and performance</li> </ul> </li> <li>Provides superficial ideas for further development of the performance material</li> <li>Identifies some strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Considered judgements offered relating to impact of own and group contribution towards:                             <ul style="list-style-type: none"> <li>creative and performance skills</li> <li>personal management and collaborative skills during the development process and performance</li> </ul> </li> <li>Provides coherent appropriate ideas for further development of the performance material</li> <li>Evaluation is reasoned and pertinent.</li> </ul>	<ul style="list-style-type: none"> <li>Perceptive, justified judgements offered relating to impact of own and group contribution towards:                             <ul style="list-style-type: none"> <li>creative and performance skills</li> <li>personal management and collaborative skills during the development process and performance</li> </ul> </li> <li>Provides, sophisticated creative ideas for further development of the performance material</li> <li>Evaluation is insightful and thorough.</li> </ul>

### Lead Examiner Commentary

#### Mark: 2

The learner makes some fairly limited judgements in relation to the final piece and identifies a few strengths and weaknesses.

Although still fairly limited the learner does provide some ideas for further development of the piece for example, sound effects for each of the character, using a backing track for the song, incorporating more audience interaction and in relation to his own performance to make his voice sound 'more witchy'. It is these ideas which move the mark off the bottom of band 1 to a mark of 2.

#### Tips

In milestone 4 learners need to demonstrate their ability to review and reflect upon the effectiveness of the development process and the final group workshop performance.

Learners should analyse and evaluate the development process **and** the final workshop performance, evaluating the impact of their own and their group's personal management and collaborative skills plus the impact of their own and the group's creative and performance skills.

In addition, learners must provide their creative ideas for further development of the performance material.

## Activity 2 Group Performance Workshop

### Assessment Objective 4: Apply personal management and collaborative skills to a group performance workshop process

#### Unit 3: Group Performance Workshop - Marking Grid 4

Video of the workshop performance will be marked against the following marking grid :					
Level	0	1	2	3	4
Mark	0	1-4	5-9	10-14	15-18
<b>AO4: Apply performance skills to communicate creative intentions during performance workshop</b>	No rewardable material.	<ul style="list-style-type: none"> <li>Individual performance demonstrates limited communication of creative ideas, meaning and style to an audience</li> <li>Interactions, responses to, and relationships with other performers are unclear and inconsistent; contribution to the ensemble performance is tenuous</li> <li>Performance skills and techniques are limited and not always appropriate to the creative intention.</li> </ul>	<ul style="list-style-type: none"> <li>Individual performance demonstrates competent and clear communication of creative ideas, meaning and style to an audience</li> <li>Interactions, responses to, and relationships with other performers are clear and coherent; contribution to the ensemble performance is valid</li> <li>Performance skills and techniques are appropriate to the creative intention and applied in a secure and competent manner.</li> </ul>	<ul style="list-style-type: none"> <li>Individual performance demonstrates focused and considered communication of ideas, meaning and style to an audience</li> <li>Interactions, responses to, and relationships with other performers are cohesive and consistent, contributing effectively to the ensemble performance</li> <li>Performance skills and techniques are applied with confidence and consistency and are appropriate to the creative intention</li> </ul>	<ul style="list-style-type: none"> <li>Individual performance confidently and fluently communicates creative ideas, meaning and style to an audience</li> <li>Interactions, responses to, and relationships with other performers show responsiveness and sensitivity, contributing seamlessly to an ensemble performance</li> <li>Performance skills and techniques are applied with consistent focus, engagement and strong technical command, and are entirely appropriate to the creative intention.</li> </ul>

### Lead Examiner Commentary

#### Mark: 3

The learner's performance is limited for level 3 work.

The creation of his witch like character is limited and the learner's physical work, in particular, is unclear and inconsistent. The learner's vocal and physical performance skills are restricted in range, underdeveloped and limited at this level.

There was minimal evidence of 'witchiness' or of performance in a pantomimic style.

There is fairly limited evidence of a response to the set stimulus. The work lacks content, is unrefined and overall this is a superficial performance which makes a restricted contribution to the group ensemble performance.

### Tips

In their group performance workshop learners should apply their performance skills in order to communicate their creative ideas, dramatic intentions and meaning, **in response to the set stimulus**, to an audience. They must also apply their performance style, skills and techniques in order to demonstrate their technical command of these skills. Whilst doing this, learners should interact and respond to other performers as they contribute to the whole ensemble performance.