

First teaching from  
September 2022

Pearson BTEC  
Tech Award Level 1/2 in

# Performing Arts

Component 2: Developing skills and  
techniques in the performing arts

L1/2

## Pearson-set Assignment – sample

*First teaching from September 2022*

Issue 4





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

## **Pearson-set Assignment – Sample**

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

First teaching September 2022

Issue 4

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**Summary of Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts  
Pearson-set Assignment for Component 2: Developing Skills and Techniques  
in the Performing Arts Issue 4 changes**

<b>Summary of changes made between the previous issue and this current issue</b>	<b>Page number</b>
Tasks 1, 2 and 3 – learning outcomes covered revised for consistency with specification.	Pages 4 and 5

**Summary of Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts  
Pearson-set Assignment for Component 2: Developing Skills and Techniques  
in the Performing Arts Issue 3 changes**

<b>Summary of changes made between the previous issue and this current issue</b>	<b>Page number</b>
The wording under <i>Vocational context</i> has been changed from ‘existing piece of work’ to ‘existing professional repertoire’ for clarity.	Page 3
The wording under <i>Checklist of evidence required</i> for Task 1 has been changed for clarity.  Under ‘Evidence for a designer may include:’ bullet points ‘blog/vlogs’ and ‘milestone reviews’ have been removed, and the last bullet point has been changed for clarity.	Page 4
The wording under Task 3 has been changed for clarity.  The wording under <i>Checklist of evidence required</i> for Task 3 has been changed for clarity.	Page 5

**Summary of Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts  
Pearson-set Assignment for Component 2: Developing Skills and Techniques  
in the Performing Arts Issue 2 changes**

<b>Summary of changes made between the previous issue and this current issue</b>	<b>Page number</b>
In Task 1 <i>Resources needed</i> section ‘musical instruments and recording equipment’ has been removed.	Page 4
The wording in the <i>Marking grid</i> section for Learning outcome B Mark Bands 3 and 4 has been amended to move ‘skills’ to the right place in the first trait.	Page 14

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## Introduction

The key purpose of this assessment is for learners to develop their skills in producing a performance or production based in existing repertoire.

The assignment for this component consists of three tasks.

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

This assessment will be offered twice a year. The timing of the assessment is approximately 15 hours of supervised assessment.

The assessment evidence that will be submitted to Pearson is a digital portfolio containing development evidence, a final performance/pitch and review. The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

## Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

**Formal supervision:** The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently; they cannot work with or discuss their work with other learners unless part of permitted group or collaborative work required by the task. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment. Learners can access the internet if necessary as part of the research element of the task but this must be monitored by the teacher.

## Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully before starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 15 supervised hours to complete.

This is divided into approximately:

- 12 hours to complete Task 1
- 1 hour to complete Task 2
- 2 hours to complete Task 3.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

## Pearson-set Assignment

<b>Qualification</b>	Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts
<b>Component number and title</b>	<b>2:</b> Developing Skills and Techniques in the Performing Arts
<b>Write your name here (Surname, Name)</b>	
<b>Completion time for assignment</b>	Approximately 15 hours
<b>Submission deadline</b>	
<b>Assessment series and year</b>	Sample assignment

<b>Vocational context</b>	<p>You have been developing your skills as a performer/designer to prepare for your career in the performing arts industry and have been asked by an <i>arts festival</i> to prepare a performance/presentation to showcase your talent for an upcoming event with work that relates to the theme <b>Communication</b>.</p> <p>As a performer, you will learn, rehearse and perform an extract from an <b>existing professional repertoire</b>. This can be as a solo performer or as part of an ensemble.</p> <p>As a designer, you will develop and present production designs and a part or whole realisation of the design for an extract from an <b>existing professional repertoire</b>.</p>
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<b>Task 1</b>	<p><b>Preparing for a performance</b></p> <p>You will prepare for either:</p> <ul style="list-style-type: none"> <li>• a performance of existing professional repertoire</li> <li>OR</li> <li>• a pitch/presentation of designs created for existing professional repertoire.</li> </ul> <p>During the rehearsals and preparation, develop and apply your skills and techniques to shape your final performance/designs, including:</p> <ul style="list-style-type: none"> <li>• interpretative skills</li> <li>• performance/design skills</li> <li>• characteristics of the style/genre</li> <li>• communication of meaning, intentions and links to theme</li> <li>• personal review and reflection on skills and progress</li> <li>• response to feedback.</li> </ul>
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<b>Learning outcome covered</b>	<b>A:</b> Use rehearsal or production/design processes	
<b>Checklist of evidence required</b>	<p>Evidence for a performer must include:</p> <ul style="list-style-type: none"> <li>• video recordings of rehearsals.</li> </ul> <p>Further supporting evidence of the rehearsal process for a performer may include:</p> <ul style="list-style-type: none"> <li>• written/audio/video commentary</li> <li>• annotated materials (e.g. images/research/documents/scripts).</li> </ul>	<p>Evidence for a designer may include:</p> <ul style="list-style-type: none"> <li>• design research</li> <li>• mood boards</li> <li>• draft sketches</li> <li>• pitching ideas</li> <li>• written/audio commentary</li> <li>• images/artefacts/footage of design processes.</li> </ul>
<b>Approximate length of evidence</b>	A suggested length of maximum 10 pages of A4 and/or 10 minutes of video/audio footage.	
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>• A learning resource centre or library and/or internet resources to carry out underpinning research.</li> <li>• Performance/production examples, e.g. online streaming, online video resources, DVDs, etc.</li> <li>• Rehearsal/production space to actively explore processes.</li> </ul>	
<b>Supervised hours to complete the tasks</b>	Learners would need approximately 12 hours to complete Task 1.	
<b>Number of marks</b>	12 marks	

<b>Task 2</b>	<b>Performance or pitch/presentation</b> It's time to showcase your performance or production designs for an audience. You will need to demonstrate: <ul style="list-style-type: none"> <li>• technical skills</li> <li>• performance or design skills appropriate to the material</li> <li>• application of stylistic and interpretative skills</li> <li>• communication of your creative intentions.</li> </ul>
<b>Learning outcome covered</b>	<b>B:</b> Apply skills and techniques in performance or realisation
<b>Checklist of evidence required</b>	<ul style="list-style-type: none"> <li>• Video recording of the performance of repertoire OR</li> <li>• Video recording of pitch/presentation, final designs, images/video recording of the realised final design.</li> </ul>
<b>Resources needed</b>	Performance/presentation space.
<b>Supervised hours to complete the tasks</b>	Learners would need approximately 1 hour to complete Task 2.
<b>Number of marks</b>	24 marks

<b>Task 3</b>	<b>Review</b> Review your development and application of skills and techniques during the process and after it in either: <ul style="list-style-type: none"> <li>• your rehearsal process <b>and</b> final performance OR</li> <li>• your production process and pitch/presentation <b>and</b> your final designs and realisations.</li> </ul> The review of your rehearsal/production process should include commentary on: <ul style="list-style-type: none"> <li>• your preparation and use of targets to develop your skills and techniques relevant for the selected extract of existing professional repertoire.</li> </ul> The review of your final performance or pitch presentation/final design and realisation should include commentary on: <ul style="list-style-type: none"> <li>• your application of skills and techniques, including strengths and areas to improve</li> <li>• actions and targets for further improvement.</li> </ul>
<b>Learning outcome covered</b>	<b>C:</b> Review own development and application of performance or design skills
<b>Checklist of evidence required</b>	Work may include: <ul style="list-style-type: none"> <li>• written/audio/video commentary</li> <li>• annotated images/photographs</li> <li>• presentations.</li> </ul>

<b>Approximate length of evidence</b>	Suggested length of two sides of A4 and/or five minutes of video/audio footage.
<b>Resources needed</b>	Computer access
<b>Supervised hours to complete the tasks</b>	Learners would need approximately 2 hours to complete Task 3.
<b>Number of marks</b>	24 marks

## Guidance for teachers

(to be removed before assignment distribution to learners)

<b>General guidance</b>	<p>This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities.</p> <p>You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.</p> <p>You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.</p>
<b>Specific guidance</b>	<p>The assignment will take approximately 15 supervised hours to complete.</p> <p>This is divided into approximately:</p> <ul style="list-style-type: none"> <li>• 12 hours to complete Task 1</li> <li>• 1 hour to complete Task 2</li> <li>• 2 hours to complete Task 3.</li> </ul> <p>These timings are for guidance only but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions.</p> <p><b>Submission of evidence for moderation</b></p> <p>Evidence submitted for moderation should include a clearly labelled digital folder per learner containing:</p> <ul style="list-style-type: none"> <li>• all work completed for the assignment</li> <li>• a completed declaration of authenticity.</li> </ul> <p><b>Guidance on preparing evidence for submission</b></p> <ul style="list-style-type: none"> <li>• Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated.</li> <li>• Digital files should be saved in an accessible format that does not require specialist software to access.</li> </ul>

<p><b>Opportunity to contextualise this assignment</b></p>	<p>You are permitted to adapt the vocational context of the Pearson-set brief in order to make it more relevant and accessible to your learners (e.g. their specialist practices, the local area). The portions of the context which can be adapted are indicated with <i>italics</i>. <b>The theme set by Pearson must be retained.</b></p> <p>If adapting the brief, you must ensure that changes do not alter the requirement for learners to demonstrate their knowledge, understanding and skills in:</p> <ul style="list-style-type: none"> <li>• using research and practical exploration</li> <li>• exploring how practitioners respond to themes and stimuli when developing performance material</li> <li>• applying practical skills through development and review of work</li> <li>• recording and communicating their understanding and practical application of skills, techniques and processes used by professionals in the development and realisation of performing arts works.</li> </ul> <p><b>Adaptations must:</b></p> <ul style="list-style-type: none"> <li>• retain a vocational context – this might be an event (e.g. a festival, a campaign) and/or a purpose (e.g. to inform, to entertain, to raise awareness)</li> <li>• provide equal accessibility to all learners covering all technical specialisms, and allow them to address the brief in an individual way</li> <li>• change for each assessment window, ensuring that the same work could not be applied to more than one brief or assessment</li> <li>• not affect the degree of demand of the brief or provide any additional direction to learners</li> <li>• not affect the time within which the assessment must be completed (unless as part of a Reasonable Adjustment or for the purposes of Special Consideration).</li> </ul>
<p><b>Before carrying out the assignment</b></p>	<p>Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop knowledge, understanding and skills in order to achieve their full potential.</p>



<p><b>During the assignment</b></p>	<p><b>For the duration of the assignment:</b></p> <ul style="list-style-type: none"> <li>• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity</li> <li>• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose</li> <li>• guidance or support can only be given to learners in order to clarify:             <ul style="list-style-type: none"> <li>○ the requirements of tasks</li> <li>○ the evidence they need to produce</li> <li>○ any resources they are allowed to access</li> </ul> </li> <li>• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks</li> <li>• learners must not be given any support or feedback in writing or editing notes</li> <li>• learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding</li> <li>• any permitted group or collaborative work must be clearly defined</li> <li>• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.</li> </ul> <p><b>Maintaining security during formal supervision</b></p> <p>Any work learners produce under supervision must be kept securely between sessions and during breaks.</p> <p>Designated assessment areas must be accessible only to the learner and to named members of staff.</p> <p>Learners can only have access to their work under supervision.</p> <p>Only permitted materials can be brought into the supervised assessment and no materials should be removed.</p>
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<b>Approach to teaching and learning to support learners to 'get it right first time'</b>	<p>In order to fully prepare learners, before the set assignment is distributed, they should:</p> <ul style="list-style-type: none"> <li>• attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment</li> <li>• receive feedback on how they performed, including what they did well and how they can further improve.</li> </ul>
<b>Other materials</b>	<p>This set assignment does not include any additional materials and learners are expected to produce their own evidence. Learners must not given writing frames, prepared formats, templates or any other forms of scaffolding.</p>

## Assessor guidance

<b>Your role as the assessor</b>	<p>As the assessor of this internal assessment, it is your role to:</p> <ul style="list-style-type: none"> <li>• ensure correct processes to maintain security and authenticity are followed for the duration of the assessment</li> <li>• make and record assessment decisions using the mark bands</li> <li>• provide feedback to learners about their achievement.</li> </ul> <p>When acting in dual roles as both teacher and assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.</p>
<b>Your assessment decision</b>	<p>You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in the <i>Appendix 1</i> of the specification.</p> <p><b>Using a 'best fit' approach to marking the assignments</b></p> <p>In applying the marking grid, assessors are required to:</p> <ul style="list-style-type: none"> <li>• first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other.</li> <li>• after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band and allocate a final mark accordingly within the marks available in that mark band.</li> </ul>

**Further guidance on deciding a final mark**

The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band.

- If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band.
- If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band.
- The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met.
- Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

## Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome A: Use rehearsal or production/design processes</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> <li>Limited application of technical and performance/ design skills during the rehearsal process.</li> <li>Tentative and limited approach to the preparation of skills and techniques for performance/pitch that relate to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate application of technical and performance/ design skills during the rehearsal process.</li> <li>Adequate and partially disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>Competent application of technical and performance/ design skills during the rehearsal process.</li> <li>Competent and mostly disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>Effective application of technical and performance/ design skills during the rehearsal process.</li> <li>Confident and disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome B: Apply skills and techniques in performance or realisation</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>Limited demonstration of technical performance/production skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate demonstration of technical performance/production skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Competent demonstration of technical performance/production skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Effective demonstration of technical performance/production skills during performance/pitch.</li> </ul>
<b>Learning outcome B: Apply skills and techniques in performance or realisation</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>Limited use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</li> <li>Basic and tentative application of interpretative skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</li> <li>Adequate application of interpretative skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Competent use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</li> <li>Competent application of interpretative skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</li> <li>Insightful and confident application of interpretative skills during performance/pitch.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome C: Review own development and application of performance or design skills</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>• Basic review of the development of skills and techniques.</li> <li>• Tentative use of review and target setting to enable limited development.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate review of the development of skills and techniques.</li> <li>• Adequate use of review and target setting to enable some development.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate review of the development of skills and techniques.</li> <li>• Competent use of review and target setting to enable development.</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth review of the development of skills and techniques.</li> <li>• Effective use of review and target setting to drive forward own development.</li> </ul>
<b>Learning outcome C: Review own development and application of performance or design skills</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>• Basic review of the application of skills and techniques in performance or realisation.</li> <li>• Actions and targets to improve are limited and superficial.</li> </ul>	<ul style="list-style-type: none"> <li>• Straightforward review of the application of skills and techniques in performance or realisation.</li> <li>• Actions and targets to improve show some consideration and are partially relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate review of the application of skills and techniques in performance or realisation.</li> <li>• Actions and targets to improve are clearly considered and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth review of the application of skills and techniques in performance or realisation.</li> <li>• Actions and targets to improve are thoroughly considered and pertinent.</li> </ul>

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