



Pearson

BTEC Performing Arts: Bolton Hub

Subject Advisor support
January 2025



Unit 1 - level 3 certificate in perf arts

For the last 6 years in Q1 we have to teach 8 different contextual factors for 2 different companies which is an incredible amount of knowledge, dominating the notes, for a question which is worth half the amount as others.

Each year (for the past 6 - with only 1 deviation (historical) , the contextual factor that has come up has alternated between cultural or social) Given that other contextual factors are not typically assessed, I wonder whether it might be more reasonable to focus the students' attention on the most commonly tested factors.

Would it be fair to now reduce the required contextual factors for this question to social, historical, political, and cultural?

This would allow students to focus more deeply on the core factors relevant to the companies, rather than spreading their efforts across a broader range of topics that aren't being used

Unit 3 Level 3 Btec Certificate in Performing arts.

Is there going to be any formal training on this unit as we can't seem to get distinctions even with our best performers which we find confusing. We use all of the resources, moderation reports example materials ect available to us but still can't break the distinction boundary. Even students who consistently earn A grades in A-level Drama are only receiving Pass marks in this particular BTEC external assessment.

Last year, we sent several of our students' work for remarking, and while some marks were increased (in some cases by up to 12 marks), they were adjusted only to the top mark within the available boundary, never surpassing it.

We need help please to understand the demands of this unit and I think some training would be greatly welcomed nationwide.



New Podcasts for Units 3 and 5

To support teachers with preparing students for meeting the requirements of two of the BTEC Nationals in Performing Arts externally assessed units, we have released a brand new series of podcasts. I'm in conversation with the Lead Examiners for these units about ways to help students prepare to meet the demands of these units.

Unit 3: Group Performance Workshop

There are five episodes in conversation with Lead Examiner Fiona Dorman Jackson:

Part 1: Preparation for teaching Unit 3

Part 2: Unit 3 Milestone 1 interpretation of the stimulus

Part 3: Unit 3 Milestones 2 and 3 the Development of creative ideas

Part 4: Unit 3 The Performance

Part 5: Unit 3 Milestone 4 review and reflection

[Podcasts](#)

Would it be possible to access examples of top mark answers for each Component 3 Activity?

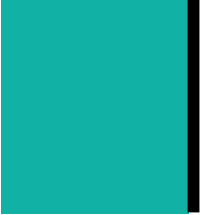
[Component 3 exemplars](#)

Tech Award Performing Arts: Component 3

Activity 1: Ideas Log

Effective responses:

1. referred to the brief and theme when explaining their process
2. considered the Museum as a venue for their performance to take place in and had described their stage space using their knowledge of stage types
3. had chosen a specific museum to support and promote or had completed research into what a museum may want to educate people about
4. design responses were produced from learners who were clearly part of a practical group and were part of the exploration of ideas process
5. clear descriptions and explanations about how their work/ideas were influenced by relevant practitioners
6. selects relevant influence and links their choice to their ideas

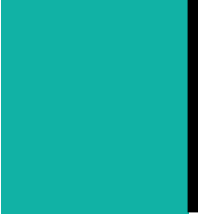


Component 3

Activity 2: Skills Log

Effective responses:

1. explaining why it was important for them to develop particular skills to communicate their concept in the workshop performance
2. demonstrate which skills they chose to focus on, how they had been developed and link to the specifics of the brief
3. specific detailed examples of skills they needed to develop, improve, or adapt
4. clear examples of how these skills related to a specific genre or practitioner
5. effective use of specific technical terminology when referencing the skills and techniques which they needed to employ and refine



Component 3

Activity 3: Workshop Performance

Strong responses:

1. Creative performances using appropriate skills of a high standard
2. Realisation of imaginative and relevant creative intentions
3. Effective creative collaboration skills and inspiring and creative ideas for performances
4. Where learners had full ownership of the creative ideas and decisions, they were more able to communicate meaning in performance
5. clear role using technical and performance skills to communicate ideas that related directly to all key aspects of the brief and were appropriate to the target audience.

Component 3

Activity 4: Evaluation Report

Effective responses:

1. Evaluated their performance well, commented on their individual contribution to ideas and the piece and its development
2. Commented on the group's development process and the outcome with comprehensive links to the brief.
3. Provided detailed responses to strengths and areas for development
4. Included clear and meaningful explanation which allowed the learners to honestly reflect on their explorations and impact linking back to their creative intentions and purpose

What are the clear differences between a merit and distinction in Component 3?

Band 3 Operative verbs



Band 4 Operative verbs



Level 2 Distinction

Learners are able to initiate imaginative and appropriate activity in relation to all tasks.

Learners are able to respond fully to all the requirements of the brief.

Learners are able to take the initiative, support others in the group and consistently contribute valid ideas to discussions and practical exploration activities.

Learners effectively and consistently apply appropriate skills and techniques for the style or genre of work and demonstrate consistently appropriate skills in practical tasks.

The individual contribution made by learners has a significant impact on the group dynamic and the delivery and communication of ideas through performance as a performer or designer.

Learners are able to reflect on and review the process and outcome with awareness and insight.

In the Mark scheme provided by the exam board for component 3, there is only reference to performers. Can the exam board provide more detailed assessment criteria for production students?

[Mark scheme](#)

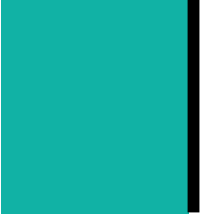
BTEC component 3 requires learners to write a total of 2400 words in maximum of 3 hours using notes brought in (4 sides of A4).

You can't say that they can write under that word count because there will be learners who want to get a distinction.

Is this something that can be looked at, as I feel that this is a unreasonable time frame?

The fact that learners only had to gain 23 marks to gain a level 2 pass last year suggests how hard learners are finding it'.

Please clear up the terms Formal supervision, informal supervision, low control, medium control and high control.
This terminology is found in the administration support guide and general guidance.
This is for component 3 specifically.



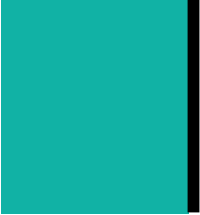
The Preparatory period. Approx 8 hours.

- ☐ Informal supervision, low control.
- ☐ This is for the development of ideas, rehearsing etc.

Low control (official definition):

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The work produced by learners under low control will not be directly assessed.

In the context of C3, it's the discussions and rehearsals, the completion of notes to use (which should be supervised).



Written tasks and performance, approx 4 hours

☐ Formal supervision, medium control

Medium control (official definition):

- The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

☐ The teacher is present, the students should not be talking to each other, the work should be completed under supervision, it should be collected at the end of the session.

Deadline being a Sunday (technical issues meaning staff have to work over the weekend, this isn't promoting a good work life balance when the window is only live on the Friday, could it not be open early so that staff can be more effective)

Will more support be offered with face to face training in the future?

Please could Paul explain more about what evidence needs to be provided for each component as I have never taught this before and the examples on the website are all very similar.
They don't show any videos.

Component 1: Exploring the Performing Arts



Focus: examining the work of performing arts professionals and the processes used to create performance



Guided Learning Hours: 36



Internal assessment, external moderation



LAA: Investigate how professional performance or production work is created



LAB: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work

Pearson Set Assignment

- Task 1: Investigate an example of professional performing arts work
- Task 2: actively explore the techniques, processes and approaches used in the creation of the professional work
- Produce portfolio that combines Task 1 and 2 evidence
- Approx 12 hours to complete
- Approx 8–12 pages of A4 (or slides) and/or 4–6 minutes of video/ digital footage or audio recordings
- New theme each series

Component 2: Developing Skills and Techniques in the Performing Arts



Focus: develop skills and techniques through the reproduction of acting, dance and/or MT rep as performers or designers



Guided Learning Hours: 36



Internal assessment, external moderation



LAA: Use rehearsal or production/design processes



LAB: Apply skills and techniques in performance or realisation



LAC: Review own development and application of performance or design skills

Pearson Set Assignment

- Task 1: preparing for a performance or design
- Task 2: perform/present
- Task 3: review of development
- Approx 15 hours to complete
- Approx max 10 pages of A4 and/or 10 minutes of video/audio preparatory footage, recording of performance/presentation, approx 2 pages and/or 5 mins of video audio footage of review
- New theme each series

Exemplars

- ☐ External assessments (10)
- ☐ Internal assessments (14)
- ☐ Internal assessments (PSAs) (21)
- ☐ Statements of purpose (1)
- ☒ Teaching and learning materials (30)

CONTENT TYPE ^

☒ All

☐ Curriculum planning (1)

☐ Exemplar standardisation materials (22)

☐ FAQs (1)

☐ Internal assessment guidance (1)

Show more

FORMAT ^

☒ All

☐ DOCX (1)

☐ MP4 (3)

☐ PDF (9)

☐ ZIP (17)

Curriculum planning v

Exemplar standardisation materials ^

 Exemplar Standardisation Materials - Component 1
From June 2024 series
| ZIP 51.6 MB | 13 December 2024

 Component 2 - Task 1 - Dance - High Mark
From June 2024 series
| MP4 1.6 GB | 15 October 2024

 Component 2 - Task 2 - Dance - High Mark
From June 2024 series
| MP4 406.8 MB | 15 October 2024

 Component 2 - Task 3 - Dance - Performance - High Mark
From June 2024 series
| PDF 229.2 KB | 15 October 2024

 Component 2 - Task 3 - Dance - Rehearsal - High Mark
| PDF 4.9 MB | 15 October 2024

 Exemplar Standardisation Material - Component 2 - Dance - High Mark
| PDF 679.2 KB | 15 October 2024

 Exemplar Standardisation Material - Component 2 - Low mark
From June 2024 series
| ZIP 584.3 MB | 15 October 2024

When it comes to production students, are there any examples of what they need to produce for each component?

Is it different due to the nature of what they are looking at?



Evidence for a designer may include:

- design research
- mood boards
- draft sketches
- pitching ideas
- written/audio commentary
- images/artefacts/footage of design processes.

A suggested length of maximum 10 pages of A4 and/or 10 minutes of video/audio footage.

The 2022 TECH award is now just 28% practical assessment. This is less than GCSE drama. Why is this? What is being done to address the need for a more practical assessment, especially for students with additional needs?

With the new numeric awarding of grades, a student in BTEC is required to gain 93% of marks awarded in order to achieve D2* whereas GCSE drama student is required 83% to achieve a level nine grade. Why is there such a disparity in the top grades available to be tech? Why is the top grade for BTEC 8.5? Why can we not have some equality in level two qualifications?

Subject Advisor

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Bookings appointments: 15 mins (or longer!) at a time that suits you

<https://outlook.office365.com/owa/calendar/PearsonDramaandPerformingArts@pearsoneducationinc.onmicrosoft.com/bookings/>

Facebook: BTEC Performing Arts Sharing Best Practice

Monthly Updates:

<https://qualifications.pearson.com/en/subjects/drama-theatre-and-performing-arts.html>





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