



Go to www.ccea.org.uk/ef to download the most up-to-date version of the GCE Performing Arts specification.



Supporting You

We will be delivering a programme of support over the next three years with a focus on the applied nature of the qualification. We will also be listening to your feedback and suggestions for support so that we can make informed decisions to meet future needs.

In the summer and autumn terms this year (2013) we will be:

- holding support workshops focused on specific areas of the specification and the scheme of assessment (we will also post you out an invitation in advance of each event);
- providing a scheme of work; and
- providing fact sheets.

Beyond this you can expect:

- a student guide;
- more fact sheets/case studies;
- additional support workshops;
- information on industry/business links;
- online video tutorials.

We are also available to provide customised centre visits to meet individual support needs. To arrange a centre visit please contact us using the information opposite.

Contacts

If you have a query or require advice or guidance, please contact:

Subject Officer with overall responsibility for this specification

Roger Trigg
(028) 9026 1200 ext 2296
rtrigg@ccea.org.uk

Specification Support Officer

Nola McLarnon
(028) 9026 1200 ext 2235
nmclarnon@ccea.org.uk

Getting Started

Whether you already teach an existing CCEA GCE specification, teach a similar specification with another awarding body, or are considering offering applied specifications for the first time, getting started couldn't be easier:

- Visit www.ccea.org.uk/ef to view the specification.
- Attend the support event for your subject.
- Contact your Specification Support Officer if you have any queries.
- Look out for your subject microsite coming soon.

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SPECIFICATION SNAPSHOT FOR CCEA'S NEW GCE PERFORMING ARTS

For first teaching from September 2013

For first award of AS Level in summer 2014

For first award of A Level in summer 2015



A snapshot of CCEA's new GCE Performing Arts

The creative industry is one of the fastest growing and increasingly important industries in Northern Ireland. This GCE gives students opportunities to research and gain insights into the performing arts industry and prepare for employment, further training and/or study. It offers a wide range of skills in both performance and production. AS students have an opportunity to plan and realise a performing arts event. A2 students plan and perform an event which they choose based on a commission brief.

Specification Summary

This Performing Arts specification offers a wide range of disciplines in both performance and production. For students with an interest in entertaining others with their talents, the specification offers a choice of performance disciplines which include dance, drama and music.

For those with an interest in the production aspects of performance, the specification offers a choice of production disciplines which include design (costume and set), direction, choreography, musical direction, technical (sound and lighting) and stage management.

Students also have opportunities to research and gain insights into the industry, engage with effective practice and prepare for employment, further training and/or study.

Benefits to Students

This specification provides a sound basis for progression to further study and to a range of interesting careers. It has been designed to help students:

- **develop** their knowledge and understanding of performing arts within a chosen discipline;
- **develop and apply** their skills to relevant performance events;
- **enhance** key skills such as communication, use of ICT and problem solving;
- **build** self-confidence, self-awareness, personal discipline and creativity; and
- **collaborate** with other students, sharing responsibilities to effectively carry out a variety of tasks.

Heads of Department or teachers of **Music, Dance, Drama & Theatre Studies, Performing Arts** and **Performance Studies** may be interested in this new applied specification.

Content and Assessment

Content	Content Summary	Assessment	Weightings	Availability
AS 1: Choice and development of one discipline (Performance or Production)	<ul style="list-style-type: none"> • Skills research and audit of chosen discipline • Exploration and presentation of two contrasting extracts of repertoire • Ongoing self-evaluation 	Internally assessed Externally moderated A portfolio, including a summary of research, skills audit, action plan, record of work, risk assessment, live performance or production, presentation, and evaluation	60% of AS 30% of A Level	Every Summer (beginning in 2014)
AS 2: Planning and Realising a Performing Arts Event	<ul style="list-style-type: none"> • Research of a range of performing arts events • Planning and preparation for the performance or production • Evaluation of contributions to the performing arts event 	Externally set Externally assessed Supporting document in three sections produced under controlled conditions, live performance and/or presentation	40% of AS 20% of A Level	Every Summer (beginning in 2014)
A2 1: Planning for Employment	<ul style="list-style-type: none"> • Investigation of employment opportunities • Preparation of a portfolio for prospective employers • Participation in an audition/presentation and interview • Final evaluation 	Internally assessed Externally moderated A record of work, including a written report, employment plan, promotional portfolio, audition/presentation and interview and evaluation	30% of A Level	Every Summer (beginning in 2015)
A2 2: Performing to a Commission Brief	<ul style="list-style-type: none"> • Formation of a production company • Analysis of professional practice • Research, planning and promotion and performance/production of an original event • Evaluation of problems and solutions, and individual contributions 	Externally set Externally assessed A record of work, including a research report, evidence of tasks completed and evaluation, live performance and/or presentation. The evaluation is to be produced under controlled conditions	20% of A Level	Every Summer (beginning in 2015)

As with all GCEs the guided learning hours for this specification are:  **180 hours** for the Advanced Subsidiary Award, and **360 hours** for the Advanced Level Award

Entitlement Framework

The Entitlement Framework will offer more choice and flexibility for your students aged 14 and above. It will give them access to a wider range of learning opportunities suited to their needs, abilities and interests. We have expanded our portfolio of GCSE, GCE and QCF Level 1 and 2 qualifications to help centres meet the requirements of the Entitlement Framework. Go to www.ccea.org.uk/ef to view our range of new applied specifications.

Applied qualifications allow the learner to develop knowledge, understanding and skills through practical demonstration and/or within a context related to employability. (See DE Circular Number 2011/26 December 2011.)

We consulted widely to ensure that our new applied qualifications:

- are stimulating and rewarding for students;
- provide progression pathways into higher education and the world of work;
- develop the skills that employers need; and
- are relevant to our changing society, economy and environment.

During development and quality assurance of our new applied specifications, we consulted with a range of stakeholders including the Department of Employment and Learning, Department of Enterprise and Investment, employers, employer representatives such as Invest Northern Ireland, higher education, post-primary schools, sector skills bodies, subject associations, teacher training groups and universities.

Employers reviewed the specifications and agreed that they meet students' needs, as the content is up to date and relevant. They also felt the specifications provide opportunities for students to:

- **improve** their skills, be creative and demonstrate independent learning; and
- **realise and develop** skills relating to real-life work contexts through the learning and assessment methodologies.

ef@ccea – supporting you to meet the requirements of the Entitlement Framework.