

GCE Performing Arts

Subject Guidance for Summer 2022

Unit A2 1: Planning for Employment
Exceptional Assessment Adaptations for Summer 2022



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1. Introduction

On 17 May 2021 the Education Minister, Peter Weir MLA, announced a return to public examinations during the next academic year, along with significant reductions in the assessment requirements across a range of CCEA qualifications.

In a number of subjects at both AS and A Level, he announced that internal assessment tasks would be reduced rather than a unit being omitted. This document sets out these changes to GCE Performing Arts Unit A2 1: Planning for Employment for Summer 2022 only emanating from this decision.

The total marks available for this task will be 60. The unit will continue to carry a weighting of 60% of A2/36% of A Level.

2. Task Requirements for Summer 2022

This unit will be internally assessed and externally moderated.

Students will work individually to explore the range and scope of employment opportunities in the performing arts industry.

Each student must produce a portfolio of work consisting of a written report, a promotional portfolio, an audition and interview or presentation and interview, and an evaluation. Assessment adaptations for the relevant tasks are detailed in the table below.

Content	Marks
<p>Written Report Students will only be assessed in <u>Section 1</u> and <u>Section 2</u> of the written report. Assessment of Section 3 has been removed. <i>A maximum of 2 word-processed sides of A4 paper, per section.</i></p>	12
<p>Promotional Portfolio - To be assessed as normal, as per the specification. <i>Requirements can be found on page 23 of the GCE Performing Arts specification.</i></p>	12
<p>Audition and Interview or Presentation and Interview Performance students will be required to prepare only <u>one</u> performance piece (not already explored in AS) for audition. Production students will prepare a presentation that reflects the application of their discipline in only <u>one</u> production (not already explored in AS). Both performance and production students <u>will not</u> be required to prepare a second extract for assessment. <i>The recording for each student should last between 7-10 minutes.</i></p>	24
<p>Evaluation - To be assessed as normal, as per the specification. <i>A maximum of 2 word-processed sides of A4 paper.</i></p>	12
Total marks	60

3. Further Advice and Information

If you require further information, please contact:

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Subject Officer	Katie Smith kasmith@ccea.org.uk
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4. Unit A2 1: Planning for Employment Assessment Criteria for 2022

Appendix 4

Assessment Criteria and Mark Bands for Unit A2 1: Planning for Employment

Candidates need to produce:

- (a) a written report (*section 1 and 2 only*) (AO1, 12 marks);
- (b) a promotional portfolio (AO2, 12 marks);
- (c) an audition and interview or presentation and interview (*based on 1 extract only*) (AO3, 24 marks); and
- (d) an evaluation (AO4, 12 marks).

There are 60 marks available for this unit. Award 0 for work that is not worthy of credit.

For further guidance on marking and internal standardisation, please refer to Section 6 of this specification.

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO1 (a)	<ul style="list-style-type: none"> • basic knowledge and understanding of the skills required to work professionally, with a limited range of different training routes identified; • incomplete knowledge and understanding of the role of outside agencies relevant to the chosen discipline; 	<ul style="list-style-type: none"> • some knowledge and understanding of the skills required to work professionally, with an appropriate range of different training routes identified; • adequate knowledge and understanding of the role of outside agencies relevant to the chosen discipline; 	<ul style="list-style-type: none"> • detailed knowledge and understanding of the skills required to work professionally, with a significant range of different training routes identified; • clear knowledge and understanding of the role of outside agencies relevant to the chosen discipline; 	<ul style="list-style-type: none"> • comprehensive knowledge and understanding of the skills required to work professionally, with a thorough range of different training routes identified; • in-depth knowledge and understanding of the role of outside agencies relevant to the chosen discipline;

Assessment Criteria and Mark Bands for Unit A2 1: Planning for Employment (cont.)

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
	<ul style="list-style-type: none"> • quality of written communication that is basic. <p style="text-align: right;">[1–3]</p>	<ul style="list-style-type: none"> • quality of written communication that is satisfactory. <p style="text-align: right;">[4–6]</p>	<ul style="list-style-type: none"> • quality of written communication that is good. <p style="text-align: right;">[7–9]</p>	<ul style="list-style-type: none"> • quality of written communication that is excellent. <p style="text-align: right;">[10–12]</p>
<p>* For a detailed explanation of the mark bands for the quality of written communication, see Section 4 of the specification.</p>				

Assessment Criteria and Mark Bands for Unit A2 1: Planning for Employment (cont.)

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO2 (b)	<ul style="list-style-type: none"> a basic promotional portfolio that may be incomplete and shows little evidence of personal style or reflection of industry practice; and an attempt to develop and integrate skills and techniques, but may be inconsistent or lacking in relevance to the discipline. <p style="text-align: right;">[1–3]</p>	<ul style="list-style-type: none"> an appropriate promotional portfolio that shows some thought for style but may lack consistency in its reflection of industry practice and acquisition of a personal style; and some focus in developing and integrating skills and techniques relevant to the discipline. <p style="text-align: right;">[4–6]</p>	<ul style="list-style-type: none"> an effective promotional portfolio that considers style and shows evidence of a creative approach that clearly reflects industry practice and their developing personal style; and a focused approach to developing and integrating skills and techniques relevant to the discipline. <p style="text-align: right;">[7–9]</p>	<ul style="list-style-type: none"> a comprehensive promotional portfolio that shows creative flair, consistent style and originality, and fully reflects industry practice and confirms their own personal style; and a highly committed approach to developing and integrating skills and techniques relevant to the discipline. <p style="text-align: right;">[10–12]</p>
AO3 (c)	<ul style="list-style-type: none"> basic preparation for audition/presentation and interview with little evidence of a personal style; inconsistent use of research to inform the final outcome; and superficial application of knowledge and skills in audition/presentation and interview, with minimal evidence of professional practice. <p style="text-align: right;">[1–6]</p>	<ul style="list-style-type: none"> appropriate preparation for audition/presentation and interview with some evidence of a personal style; adequate use of research that at times informs the final outcome; and relevant application of knowledge and skills in audition/presentation and interview that reflects professional practice at times. <p style="text-align: right;">[7–12]</p>	<ul style="list-style-type: none"> a confident personal style in preparation for audition/presentation and interview; effective use of research to inform the final outcome; and purposeful application of knowledge and skills in audition/presentation and interview that clearly reflects professional practice. <p style="text-align: right;">[13–18]</p>	<ul style="list-style-type: none"> a committed and sustained personal style in preparation for audition/presentation and interview; focused and coherent use of research to inform the final outcome; and thorough and creative application of knowledge and skills in audition/presentation and interview that wholly reflects professional practice. <p style="text-align: right;">[19–24]</p>

Assessment Criteria and Mark Bands for Unit A2 1: Planning for Employment (cont.)

	Mark Band 1: Basic Candidates' work shows:	Mark Band 2: Satisfactory Candidates' work shows:	Mark Band 3: Good Candidates' work shows:	Mark Band 4: Excellent Candidates' work shows:
AO4 (d)	<ul style="list-style-type: none"> • a basic evaluation of the quality of their promotional portfolio, with minimal analysis or account of feedback; • basic identification of the strengths of the audition/presentation and interview; • superficial identification of areas for development; and • quality of written communication that is basic. <p style="text-align: right;">[1–3]</p>	<ul style="list-style-type: none"> • a mainly descriptive evaluation of the quality of their promotional portfolio, with some analysis and account of feedback; • some analysis of the strengths of the audition/presentation and interview; • relevant identification of areas for development; and • quality of written communication that is satisfactory. <p style="text-align: right;">[4–6]</p>	<ul style="list-style-type: none"> • a clear and realistic analysis and evaluation of the quality of their promotional portfolio, taking significant account of feedback; • a detailed analysis of the strengths of the audition/presentation and interview; • clearly identified areas for development; and • quality of written communication that is good. <p style="text-align: right;">[7–9]</p>	<ul style="list-style-type: none"> • a critical and focused analysis and evaluation of the quality of their promotional portfolio, taking full account of feedback; • a comprehensive analysis of the strengths of the audition/presentation and interview; • insightful identification of areas for development; and • quality of written communication that is excellent. <p style="text-align: right;">[10–12]</p>
For a detailed explanation of the mark bands for the quality of written communication, see Section 4 of the specification.				