

BTEC LEVEL 3
National Extended
Certificate in
Performing Arts

STUDENT HANDBOOK



BTEC courses are designed to provide highly specialist, work related qualifications that give you the knowledge, understanding and skills needed to prepare for employment.

The course is a 360 guided learning hour qualification that consists of three mandatory units and one optional unit to create the combined total.

The course is challenging, adventurous and explores many different dramatic conventions, styles, theatre practitioners and live professional productions. It is a practical and engaging course and one that will require lots of energy and commitment from you. It will change the way you look at yourself and the world around you.

HOW WILL I BE ASSESSED?

Y12 Two mandatory units - one internally and one externally assessed.

Y13 One mandatory unit, externally assessed and one optional unit, internally assessed.

NO final exam.

POSSIBLE GRADES

PASS MERIT DISTINCTION DISTINCTION*

External Unit: Investigating Practitioners' Work

Year 1

The assessment availability is December/January and May/June only.

Unit 1: Investigating Practitioners' Work

Guided learning hours: 90

Unit in brief

Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

Unit introduction

Understanding the contextual factors that have influenced and informed the work of performing arts practitioners has an important role in developing your own professional practice and understanding of features, such as response to a theme, performance styles, genre and purpose. A personal evaluation of the work is important; judgements need to be based on effective research and secure critical analysis.

In this unit, you will develop skills that allow you to investigate the work of influential performing arts practitioners. You will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements. In this unit you will draw on your learning from across your programme to complete assessment tasks.

This unit will give you skills in research, critical analysis and extended writing that will support your progress to higher education. As a performing arts practitioner you will need to have a good understanding of the work of influential practitioners to inform your own work and professional practice.

Summary of assessment

This mandatory unit will be assessed through a task worth 60 marks and completed under supervised conditions. The supervised assessment period is a maximum of three hours and should be arranged by the centre in the week timetabled by Pearson.

Before the supervised assessment period, learners will have a four-week period in order to carry out research and preparatory work.

For the assessment, learners will investigate and critically analyse the work of two practitioners in response to the task set by the awarding body. At least one practitioner must be selected from the list in section A of the essential content. They will investigate and critically analyse the contextual influences on their selected practitioners and performance work with a focus on how these relate to the theme identified in the set task.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners

AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners

AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire

AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements

Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners are able to apply research skills to support and inform their investigation. They will demonstrate their knowledge and understanding of contextual factors that influence performing arts practitioners' work and will be able to source and organise appropriate material to supplement this understanding. They will demonstrate an ability to apply critical analysis skills leading to the development of considered judgements and conclusions.

Level 3 Distinction

Learners will be able to apply a comprehensive set of research skills to support and inform their investigation. They will demonstrate in-depth knowledge and understanding of how contextual factors have influenced performing arts practitioners' work. Learners will present fully-justified connections between well-chosen examples of work, creative intentions and the theme. They will select and organise a wide range of source material relevant to the practitioners and the theme to supplement their understanding.

Learners will apply thorough critical analysis skills leading to the development of fully informed and independent judgements, supported by examples of performance, production and repertoire.

Mandatory Unit:
Developing Skills and
Techniques for Live
Performance

Year 1

Unit 2: Developing Skills and Techniques for Live Performance

Guided learning hours: 90

Unit in brief

Learners explore and develop technical performance skills in at least two performance styles.

Unit introduction

The work of the professional performer requires time and dedication to training, developing and improving the tools of the trade. For actors, dancers and singers, the 'tools' are the body, the voice and the creative and intellectual skills needed to interpret the performance material to communicate with and entertain an audience. Employment opportunities in performing arts often require the performer to demonstrate skills in more than one style, for example the ability to perform in classical texts or repertoire as well as contemporary works. Training, development and practice of skills are lifelong commitments, enabling the performer to respond to the demands of rehearsals and performances with commitment, imagination and accuracy.

This unit serves as an induction into the performing arts where you will develop the appropriate skills and techniques in one or more of the performance disciplines of acting, dance, musical theatre, physical theatre and variety/popular entertainment. You will participate in regular workshops, classes and exercises where you will acquire, practise and develop the necessary technical, practical and interpretative performance skills to help you succeed when performing live to an audience. You will work with existing performance works, analysing and interpreting the material in order to understand and apply the relevant skills and techniques appropriate to the style. In practical classes you will demonstrate the discipline, focus and commitment the role of the performer requires. Ongoing review and evaluation will allow you to monitor your progress and set targets for the development of your performance skills.

The skills you gain in this unit will prepare you for progression to further study, training or higher education by equipping you with practical and technical skills key to your development as a performer. The training provided will also help prepare you for employment in the performing arts industry as the development of performance skills is fundamental to all live performance roles.

Learning aims

- A** Understand the role and skills of a performer
- B** Develop performance skills and techniques for live performance
- C** Apply performance skills and techniques in selected styles
- D** Review and reflect on development of skills and techniques for live performance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the role and skills of a performer		A.D1 Evaluate the key features of the role and skills of a performer through effective exploration, comparing and contrasting well-chosen examples of working practices to support findings.
A.P1 Explain key features of the role and skills of a performer through exploration.	A.M1 Analyse key features of the role and skills of a performer through effective exploration, comparing examples of working practices.	
Learning aim B: Develop performance skills and techniques for live performance		BC.D2 Demonstrate confident, disciplined and highly effective use of exploration and workshops in the development and application of performance and interpretative skills for selected performance material, discipline and style.
B.P2 Demonstrate the development of performance skills through exploration, and workshops.	B.M2 Demonstrate effective selection and development of performance and interpretative skills through effective use of exploration and workshops for selected performance discipline and style.	
B.P3 Demonstrate the development of interpretative skills with reference to selected performance material, discipline and styles.		
Learning aim C: Apply performance skills and techniques in selected styles		
C.P4 Demonstrate the application of performance skills and techniques for selected performance material, discipline and style.	C.M3 Demonstrate effective selection and application of performance and interpretative skills for selected performance material, discipline and style.	
C.P5 Apply interpretative skills for selected performance materials, discipline and styles.		
Learning aim D: Review and reflect on development of skills and techniques for live performance		D.D3 Evaluate own strengths and areas for improvement through consistent review of and reflection on the development of performance skills, setting comprehensive targets to support progression and practice.
D.P6 Explain own development of performance skills, strengths and areas for improvement.	D.M4 Analyse own development of performance skills, strengths and areas for improvement, setting targets to support future progress.	

External Unit: Group Performance Workshop

Year 2

The assessment availability is May/June only.

Unit 3: Group Performance Workshop

Guided learning hours: 120

Unit in brief

Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.

Unit introduction

Creation of new performance can be the result of a group process, where the development and shaping of the material and artistic and creative decisions are the result of collaboration. While this differs from the creative process of the sole playwright or choreographer, the outcome will often be rich and rewarding work reflecting a shared vision, as well as demonstrating the unique individual input, skills and creativity of each member of the ensemble. Many professional practitioners work as devising companies to develop new, and often innovative, performance material. This may be in response to a specific commission, to meet the needs of a target audience, or to explore an artistic theme or idea.

In this unit, you will learn how to respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material and later present an informal presentation of the work to an invited audience. As a member of a team, you will contribute to the creative development and rehearsal process, shaping and refining the work and applying performance and teamwork skills. You will share responsibility for creative decisions regarding the nature and direction of the intended performance, and your individual contribution will reflect your own skills through the group's interests and ideas. The workshop performance will be an opportunity to try out the work before an audience to invite discussion and evaluation of its potential. The work may be in a single discipline or combine elements of dance, acting, musical theatre and variety. You will reflect on the development process, considering the success and potential of the work for further development, as well as evaluating your own contribution to the process and the product.

This unit will prepare you for progression to higher education as well as careers in the performing arts industry. The experience, skills and knowledge gained through this unit are applicable to a range of job roles, including performing, directing, choreography, devising, Theatre in Education (TIE) and project leadership.

Summary of assessment

This mandatory unit will be assessed through a task worth 60 marks and completed under supervised conditions. The supervised assessment period will be completed in five hours and should be arranged by the centre over a number of sessions in the week timetabled by Pearson.

Before the assessment period, learners will have the opportunity to prepare for the development and completion of the group performance and their digital process log.

For assessment, learners will be given a stimulus to create performance material. In groups that consist of a minimum of three and a maximum of seven members, learners will respond to the stimulus and develop the performance workshop for an invited audience.

Learners will submit a digital process log completed at four milestone stages during the development process, responding to prompts provided by Pearson, and a video recording of the group workshop performance, between 10 and 20 minutes in duration.

Assessment outcomes

AO1 Understand how to interpret and respond to stimulus for a group performance

AO2 Develop and realise creative ideas for a group performance in response to stimulus

AO3 Apply personal management and collaborative skills to a group performance workshop process

AO4 Apply performance skills to communicate creative intentions during performance workshop

AO5 Review and reflect on the effectiveness of the working process and the workshop performance

Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners will demonstrate a basic ability to interpret stimulus material through appropriate practical exploration and research. They will contribute obvious and practical ideas that are relevant to the group's creative intention and work in development. Learners will be able to use relevant performance skills when developing the work.

Learners will make a sound contribution to the development process through appropriate application of personal management and collaborative skills.

In performance to an audience, learners can demonstrate clear communication of the group's creative intention and the style and meaning of the work. They will make a valid contribution to the performance through secure application of relevant performance skills, demonstrating clear and appropriate interaction and relationship to other performers.

Learners will reflect on their work and provide basic judgements on their own, and others' contribution of creative, performance, personal management and collaborative skills and how these impact on process and performance. Learners will provide rudimentary and practical ideas for how the performance might be further developed for future audiences.

Level 3 Distinction

Learners will demonstrate an accomplished ability to interpret stimulus material through skilful, comprehensive and imaginative practical experimentation and effective research. They will contribute perceptive and insightful creative ideas and will be instrumental in developing and shaping the performance material. Skilled selection and use of performance skills will make a strong impact on the direction and development of the work.

Unit 21:
Improvisation

Year 2

Unit 21: Improvisation

Guided learning hours: 60

Unit in brief

Learners develop skills and techniques in improvisation, applying them to performance material.

Unit introduction

Improvisation is an essential skill for a performer. It allows you to develop and apply specialist skills to spontaneous and planned performance work. It is used to explore and develop existing repertoire and to create new performance material. Improvising is a skill needed for the devising process.

In this unit, you will develop improvisation skills and techniques using a range of stimulus, for example physical, aural, text and motif. You will work both as an individual and in collaboration with other performers, to use skills and techniques in classes and rehearsal to develop material, explore character, extend and interpret the creative intentions of others. Throughout your learning and development, you will be taught how to reflect on your practice in order to support your development as an effective performer.

The skills and techniques you develop in this unit will make you a more versatile performer, improving your progression opportunities. For example, you may be asked to improvise as part of an audition process for further study, rehearsal and performance.

Learning aims

In this unit you will:

- A** Understand the key features of improvisation for performance
- B** Develop skills and techniques in improvisation for performance
- C** Apply skills and techniques in improvisation to a performance
- D** Review personal development and own performance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the key features of improvisation for performance		A.D1 Evaluate key features of improvisation through effective exploration, comparing and contrasting well-chosen examples of practices, performance and purpose to support findings.
A.P1 Explain the key features of improvisation through exploration.	A.M1 Analyse the key features of improvisation through effective exploration, comparing and contrasting examples of practices, performance and purpose.	
Learning aim B: Develop skills and techniques in improvisation for performance		BC.D2 Demonstrate confident, disciplined and organised development and application of skills techniques and creative response to starting points/stimulus, effectively communicating purpose and meaning in an improvised performance to a target audience.
B.P2 Demonstrate use of exercises for the development of skills in improvisation.	B.M2 Demonstrate effective exploration and selection of starting points/stimulus and development of skills and techniques when generating ideas for an improvised performance.	
B.P3 Demonstrate exploration of starting points/stimulus when developing skills and techniques in improvisation.		
Learning aim C: Apply skills and techniques in improvisation to a performance		
C.P4 Demonstrate use of rehearsal to apply skills and techniques in improvisation, communicating creative response, purpose and meaning.	C.M3 Demonstrate effective selection, development and application of skills, techniques and creative response to starting points/stimulus through rehearsal and final improvised performance, communicating purpose and meaning to a target audience.	
C.P5 Apply skills and techniques to an improvised performance, communicating creative response, purpose and meaning to a target audience.		
Learning aim D: Review personal development and own performance		D.D3 Evaluate own strengths and areas for improvement through consistent review and reflection of the development and application of skills and techniques for an improvised performance, setting comprehensive targets to support progression and practice.
D.P6 Explain own development and application of skills and techniques to an improvised performance, reviewing strengths and areas for improvement.	D.M4 Analyse own development and application of skills and techniques to an improvised performance, setting targets to support progression and practice.	

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of Qualification Grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points score available for each external unit at grade boundaries are as follows.

	Unit size	
	90 GLH	120 GLH
U	0	0
Pass	9	12
Merit	15	20
Distinction	24	32

Pearson BTEC Level 3 National Extended Certificate

UCAS Tariff points

<u>Grade</u>	<u>Tariff points</u>
D*	56
D	48
M	32
P	16

*Table sourced from: <https://www.ucas.com/sites/default/files/new-tariff-tables-may-2016-providers.pdf>

Referencing

When producing written evidence/exam work for your assignments you are expected to acknowledge books, journal articles and internet sources used in the preparation and content of your work, this is done by referencing and producing a bibliography listing each one.

The Harvard System

In the text of a document you refer to the surname of the author, year of publication and relevant page number if a direct quote.

EG:- According to recent research "The climatic change could be due to the two degree rise in temperature over the last century" (Listerman,2004,PP36-37) Could explain the recent weather patterns.

You need to include the AUTHOR, the YEAR it was published and the PAGE NUMBERS.

If the authors name occurs naturally in the sentence only the year appears in brackets. EG....as discussed by Listerman (2004) the climate etc'.

The Harvard System

Bibliography

LISTERMAN, E. 2004. *Climatic Research*, Third Edition. London: Penguin

Name the AUTHOR, the TOPIC, the EDITION, WHERE it was PUBLISHED and WHO published it. Record it in that order.

Notes

- Where a book does not have a specific author use ANON
- If there is more than one author listed, use both author's names in the text and bibliography. If more than two, use the first author only followed by 'et al' or 'and others'
- The title of the publication should either be underlined or in Italic but not both, use one or the other.
- The bibliography is in alphabetical order by author's surname.

Internet Sources

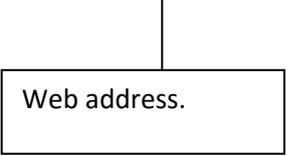
According to recent research "The climatic change could be due to the two degree rise in temperature over the last century" (Listerman,online.11/01/05) could explain the recent weather patterns.

Include the AUTHOR, WHERE you found the quote- ONLINE and the DATE you found the quote.

Where the author is not named (not uncommon on the internet) use the main organisational group in the web address.

Bibliography

Listerman, E. Climatic Research. Available from:
<http://www.oxforduniversity/sociology.ac.uk> (accessed 11/01/05)



Web address.

- If Listerman was not given as the author it would be attributed to Oxford University

'The acting course is really interesting and engaging and the teachers are really supportive.'



'As an external student, I was welcomed by the Drama department and my peers. I'm making great progress.'

