



UNCOVER LEARNER POTENTIAL

Level 1/2 Vocational Award in
PERFORMING ARTS
(Technical Award)

Teaching from 2022 | Award from 2024

SAMPLE ASSESSMENT MATERIALS - UNIT 2



WJEC Level 1/2 Vocational Award in Performing Arts (Technical Award)

SAMPLE ASSESSMENT MATERIALS

UNIT 2

For teaching from 2022
For award from 2024

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**Unit 2: Creating
Assignment
SAMPLE ASSESSMENT MATERIALS
10 HOURS**

INSTRUCTIONS FOR CANDIDATES

Read the brief carefully prior to starting the assignment.

You will gain marks for key tasks that are completed in the Assessment window. The total time allocated for assessed tasks will be 10 hours. You cannot exceed this time. Recommended timings are given for each task.

Your work should include knowledge and understanding gained from classroom teaching.

Read the information and assignment tasks carefully to make sure you understand what is needed.

It is important that when a task states ‘collaboration is not allowed’ you must work independently from other candidates and make sure the evidence you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and meets the assessment requirements.

INFORMATION FOR CANDIDATES

You and your teacher will be required to sign a declaration that all work presented is the work of you alone.

You must not discuss or share any details of the brief or tasks.

Creating

Assignment Brief Summer 20xx

Theatre UK has decided to organise a UK wide festival to celebrate the performing arts. They have commissioned you to create an original piece of work to feature as part of the festival. The theme they have set for all events is 'Heroes and Villains'.

In order to showcase the full range of performing arts, you are able to create an original performance or product from any of the following disciplines.

Performance disciplines:

- devised drama
- choreography
- composition
- composition using technology.

If you choose a discipline from the performance category your created piece must be between 3 and 10 minutes long.

Production disciplines:

- costume design (for at least **two** characters)
- lighting design
- sound design
- make-up and hair design (for at least **two** characters)
- set design.

If you choose a discipline from the production category you can create original designs for an existing piece of published work that fits the theme of 'Heroes and Villains'. You will present your ideas to us.

You may undertake this work individually or as part of a group. If you are working individually you can utilise others to perform in your piece if required. If you are working as part of a group you need to take responsibility for your own contributions to the piece and to log them.

In advance of the festival, Theatre UK would like you to provide them with the following:

- an outline of the components you have considered in designing your creative piece
- a development log that captures the development of your ideas in response to the creative brief
- recordings that outline the stages you have followed:
 - beginning of the process
 - development
 - performance/presentation
- an evaluation report that demonstrates how you reviewed feedback from others with an explanation of how you would make the improvements to refine your final piece.

Assignment Tasks

The tasks listed below are formal assignments to assess learners in line with the specification. Practice and exploration activities will be required before some of these tasks (e.g. consideration of the components they considered when writing their brief as well as the exploration and development of ideas that will be documented in their development log).

Unit content	Tasks	Evidence Required	Recommended Time	Controls	AOs	Marks
2.1.1	1. Outline the components that you considered when writing your creative brief.	<ul style="list-style-type: none"> Outline of the components you considered. 	2 hours	Supervision: Direct Guidance: Direct Resources: Permitted Collaboration: Not allowed	AO1	10
2.1.2	2. Produce a development log that records the exploration and development of your ideas in response to the creative brief. You should include exploration of the following from your chosen discipline where appropriate: <u>Performance Disciplines</u> <ul style="list-style-type: none"> Devised drama: voice, movement, interaction, scripting, blocking, development through improvisation, narrative structure Choreography: actions, space, dynamics, relationships, motif, narrative, unison, canon, question and answer, binary/ ternary, phrasing 	<ul style="list-style-type: none"> Development log. Recording of the beginning of the process and development of product/ performance. 	3.5 hours	Supervision: Indirect Guidance: Direct Resources: Permitted Collaboration: Not allowed	AO2	10

		<ul style="list-style-type: none"> • Composition: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre, pitch, articulation, scores/lead sheets • Composition using technology: elements of music, effects, sampling, panning, sequencing, live and recorded sound; scores, lead sheets, recordings. <p><u>Production Disciplines</u></p> <ul style="list-style-type: none"> • Costume design (for at least two characters): consideration of character, use of materials, period and style, shape, texture, colour, measuring performers, sourcing and hiring, sewing/assembling • Lighting design: use of colour/gobos, effects, creation of location(s), mood and atmosphere, practical lighting effects, style, focus, angle, different types of lantern, use of control equipment • Sound design: mood and atmosphere, creation of location(s), style, recorded sound, live sound, diegetic and non-diegetic sound, amplification of voice, sourcing, editing, effects, practical sound effects, use of equipment • Make-up and hair design (for at least two characters): character analysis, use of materials, use of tools, use of application techniques (e.g. highlights, shading, emphasis, sculpting, 					
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		prosthetics), special effects, facial analysis, wig/hair design <ul style="list-style-type: none"> • Set Design: choice of stage configuration and their implications on the design, creation of location(s), furniture, main properties (props), use of materials, construction methods, style, shape, colour, scale, texture, levels, sightlines. 					
2.2.1	3.	Present your final piece(s) to an audience. You should consider: <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • appropriate health and safety. You should also consider the following skills from your chosen discipline: <u>Performance Disciplines</u> Devised drama: <ul style="list-style-type: none"> • knowledge and use of devising processes • collaborative skills • communication of character • use of movement and gesture • use of voice in relation to character. • interaction with other performers (if relevant). 	<ul style="list-style-type: none"> • Recording of the final product/ performance. 	2 hours	Supervision: None Guidance: Indirect Resources: Permitted Collaboration: Permitted	AO2	20

	<p>Choreography:</p> <ul style="list-style-type: none"> • knowledge of use of choreographic processes • interpretation/use of music • vocabulary of movement • control of body and spatial awareness • rhythm and timing • interaction with other performers (if relevant). <p>Composition:</p> <ul style="list-style-type: none"> • knowledge and use of processes of composition. • consideration of the elements of music • consideration of style • knowledge and use of instrumental/vocal resources. <p>Composition using technology:</p> <ul style="list-style-type: none"> • knowledge of use of processes of composition • consideration of the elements of music • consideration of style • knowledge and use of technology as a tool to manipulate sound. <p><u>Production Disciplines</u></p> <p>Costume design:</p> <ul style="list-style-type: none"> • knowledge and use of costume design processes. • suitability of costume 					
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	<ul style="list-style-type: none"> • series of drawings including details of materials and measurements, etc. leading to the final design. • practicality: use of materials, consideration of character and style of the piece, shape, texture, colour, suitability of costume. <p>Lighting design:</p> <ul style="list-style-type: none"> • knowledge and use of lighting design processes. • creation of the lighting plot (on paper or digitally) • knowledge of how to set up a lighting rig. • knowledge of the plotting process • accurate operation of system during performance. <p>Sound design:</p> <ul style="list-style-type: none"> • knowledge and use of sound design processes. • creation of the sound plot • knowledge of how to set up a sound rig. • knowledge of the sound plotting process. • accurate operation of system during performance. <p>Make-up and hair design:</p> <ul style="list-style-type: none"> • knowledge and use of make-up and hair design processes. • series of drawings including details of materials and measurements, etc. leading to the final design. 					
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		<ul style="list-style-type: none"> • practicality • use of materials, consideration of character and style, shape, texture, colour. <p>Set design:</p> <ul style="list-style-type: none"> • knowledge and use of set design processes. • series of drawings including details of scale, materials and measurements, etc. leading to the final design. • a scale model of design (real or computer generated) including all key elements, furniture and major props. • use of materials, consideration of script/production and style, shape, texture, colour. 					
2.3.1 2.3.2	4.	<p>Evaluate the success of your creative process and final creation. Discuss the areas of your work that need improving/developing and explain how you would make the improvements or justify why particular feedback has not been acted upon.</p> <p>You should consider:</p> <p>feedback from others (professionals, peers, and audience members) during the development stage and after your final performance/presentation whether the creation fulfilled your creative brief from task one</p>	<ul style="list-style-type: none"> • Evaluation/development plan. 	2.5 hours	<p>Supervision: Indirect</p> <p>Guidance: Direct</p> <p>Resources: Permitted</p> <p>Collaboration: Not allowed</p>	AO3	20

		a review of your skills and how these were used and demonstrated. explaining how your work could be developed and justifying why particular feedback would not be acted on.					
Total Marks							60

Guide to Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration

Supervision

Three levels of supervision feature within the Unit 2 Performing Arts assessment:

Direct supervision	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none">• all candidates are within direct sight of the supervisor throughout the session(s)• display materials which might provide assistance are removed or covered.• there is no access to e-mail, the internet or mobile phones.• candidates complete their work independently.• interaction with other candidates does not occur.• no assistance of any description is provided. <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>Where direct supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.</p>
Indirect supervision	<p>Candidates do not need to be directly always supervised.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none">• all candidates participate in the assessment.• there is sufficient supervision to ensure that work can be authenticated.• the work an individual candidate submits for assessment is his/her own. <p>Candidates' work must always remain within the centre and must be stored securely between timetabled sessions.</p>
No Supervision	<p>Work may be completed outside of the centre without direct supervision. Where no supervision is specified, candidates may normally:</p> <ul style="list-style-type: none">• have unlimited access to electronic and printed resources.• use the internet without restriction.• work in groups.

Guidance

Throughout the Unit 2 Performing Arts Controlled assessment there is direct and indirect control on guidance:

Category of Advice/Feedback:	Direct	Indirect
Teachers can:		
Review candidates' work and provide oral and written advice at a general level to secure a functional outcome.	X	✓
Evaluate progress to date and propose broad approaches for improvement.	X	X
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	X	X
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	X	X
Intervene personally to improve the presentation or content of work.	X	X

Before giving additional assistance beyond that described above, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by WJEC. The intervention must be considered when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

Resources

Throughout the Unit 2 Performing Arts Controlled assessment resources are permitted:

Permitted	Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance.
	Candidates' work must always remain within the centre at all times and must be stored securely between timetabled sessions.
	Centres should refer to specifications or subject-specific guidance.

Centres should refer to the WJEC guidance Malpractice-a guide for centres and the JCQ suspected malpractice in examinations and assessments policies and procedures if they are unsure how to proceed.

Collaboration

Candidates are not able to collaborate on the majority of the tasks in Unit 2 but can collaborate for Task 3 - Presentation.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks will be 10 hours. Candidates cannot exceed this time. In terms of time controls Unit 2 tasks feature recommended timings for guidance only. Nonetheless, centres should discourage candidates from exceeding them or devoting insufficient time to this work.

Mark scheme

Guidance

Assessment grids for Internal Assessment Unit 2

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation, and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 because of the band 3 content.

Assessors should not seek to mark candidates down because of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior, or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

Differentiation within our mark schemes

The following grid demonstrates our starting point to formulating our mark schemes. These are used to ensure differentiation between our bands. Mark schemes will use this table as the basis for the assessment of each question but will reflect the specific demands of the question.

Band Descriptor	AO1	AO2	AO3
Excellent	<ul style="list-style-type: none"> Aware of a wide range of detailed and accurate knowledge. Demonstrates fully developed understanding that shows relevance to the demands of the question. 	<ul style="list-style-type: none"> Knowledge and understanding are consistently applied to the context of the question/task. Practical skills are consistently and effectively applied and are of a high standard. Can form a fully developed and thorough interpretation that is fully accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in a highly effective way. Evidence is selected to construct an effective and balanced argument. Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Very Good	<ul style="list-style-type: none"> Effective and precise use of terminology. 		
Good	<ul style="list-style-type: none"> Has a range of detailed and accurate knowledge. Demonstrates well developed understanding that is relevant to the demands of the question. Precise use of terminology. 	<ul style="list-style-type: none"> Knowledge and understanding are applied to the context of the question/task. Practical skills are effectively applied and are of a high to medium standard. Can form a developed interpretation that is mostly accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an effective way. Evidence is selected to construct a developed argument, that may not be presented in equal measure. Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.
Satisfactory	<ul style="list-style-type: none"> Includes accurate knowledge. Demonstrates sound understanding that is relevant to the demands of the question/task. Generally precise use of terminology. 	<ul style="list-style-type: none"> Knowledge and understanding are mainly applied to the context of the question/task. Practical skills are appropriately applied and are of a medium standard. Can form a sound interpretation that is generally accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an appropriate and sound way. Evidence is selected to construct a sound argument. OR Evidence is selected to construct a detailed one-sided argument. Evaluation that offers some judgements, with some link between conclusions and evidence.

Basic	<ul style="list-style-type: none"> Shows some accurate knowledge. Demonstrates partial understanding that is relevant to the demands of the question. Some use of appropriate terminology. 	<ul style="list-style-type: none"> Knowledge and understanding are partially applied to the context of the question/task. Practical skills are of a medium to low-level standard. Can form some interpretation that shows some accuracy. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. Evidence is selected to construct a one-sided argument. Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.
Limited	<ul style="list-style-type: none"> Limited knowledge with some relevance to the topic or question. Little or no development seen. Very little or no use of terminology. 	<ul style="list-style-type: none"> Knowledge and understanding are applied in a minimal manner to the context of the question/task. Practical skills are of a low-level standard. Can only form a simple interpretation, if at all, with very limited accuracy. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used with limited competence. Unsupported evaluation that offers simple or no judgements/conclusions.

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower-level band 'Limited' is the simplest descriptor in terms of candidates' performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It is important to note that not all questions will use every bullet point listed in the table above, however candidates should demonstrate **all of the requirements** that are included in the published mark schemes in order to achieve full marks at a particular level. If a candidate gets full marks at a particular level, markers should see whether they are also demonstrating any of the requirements from the next level up. Often candidates will achieve some of the descriptors at one level, but not all of them. In this case, apply a best fit principle.

Further information on how the mark schemes for our Vocational Awards have been constructed, including information on the use of the mark bands for Excellent, Very Good and Good can be found in the Vocational Awards Administration Guide.

Task 1 Outline the components that you considered when writing your creative brief.

[10 Marks]

Candidates should consider:

- *the intended purpose*
- *the intended effect*
- *the intended performance space/opportunity*
- *the intended audience*
- *themes and ideas (e.g., consideration of social or historical factors)*
- *the scale of the piece(s) (e.g., number of performers)*
- *their own interests and previous experience*
- *resources available (e.g., software, physical resources)*
- *different styles and their demands*
- *the work of at least two named practitioners.*

Band	AO1: Demonstrate knowledge and understanding from across the specification.
	9-10 marks
4	<p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • a wide range of detailed and accurate knowledge and understanding of the components considered. • fully developed understanding that shows relevance to the demands of the assignment brief • well-chosen evidence/examples • depth and range of evidence/examples used. • effective and precise use of terminology.
	6-8 marks
3	<p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a range of detailed and accurate knowledge and understanding of the components considered. • developed understanding that shows relevance to the demands of the assignment brief. • appropriate evidence/examples • depth and range of evidence/examples used, but not in equal measure. • precise use of terminology.
	3-5 marks
2	<p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some accurate knowledge and understanding of the components considered. • partial understanding that is relevant to the demands of the assignment brief • evidence/examples that are not always relevant. • depth or range to relevant evidence/examples used. • some use of appropriate terminology.
	1-2 marks
1	<p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited knowledge and understanding of the components considered. • little understanding relevant to the brief. • no relevant evidence/examples • very little or no use of terminology.
	0 marks
	Response not creditworthy or not attempted.

Devised Drama Option

Task 2 *Produce a development log that records the exploration and development of your ideas in response to the creative brief. [10 Marks]*

Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:

- *voice*
- *movement*
- *interaction*
- *scripting*
- *blocking*
- *development through improvisation*
- *narrative structure.*

Band **AO2:** *Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.*

9-10 marks

The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to develop an original piece of devised drama, by demonstrating (where relevant) highly effective:

- use of voice
- use of movement
- interaction
- use of scripting
- use of blocking
- development through improvisation
- use of narrative structure.

6-8 marks

The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece of devised drama by demonstrating (where relevant) effective:

- use of voice
- use of movement
- interaction
- use of scripting
- use of blocking
- development through improvisation
- use of narrative structure.

2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece of devised drama by demonstrating (where relevant) some:</p> <ul style="list-style-type: none">• use of voice• use of movement.• interaction• use of scripting.• use of blocking.• development through improvisation• use of narrative structure.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece of devised drama by demonstrating (where relevant) minimal:</p> <ul style="list-style-type: none">• use of voice.• use of movement.• interaction• use of scripting• use of blocking.• development through improvisation• use of narrative structure.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Choreography Option	
Task 2	<p><i>Produce a development log that records the exploration and development of your ideas in response to the creative brief. [10 Marks]</i></p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> • <i>actions</i> • <i>space</i> • <i>dynamics</i> • <i>relationships</i> • <i>motif</i> • <i>narrative</i> • <i>unison</i> • <i>canon</i> • <i>question and answer</i> • <i>binary</i> • <i>ternary</i> • <i>phrasing.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
4	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to develop an original piece of choreography, by demonstrating (where relevant) highly effective:</p> <ul style="list-style-type: none"> • use of actions. • use of space • use of dynamics • exploration of relationships • use of motif • use of narrative • use of unison • use of canon • use of question and answer. • use of binary/ternary structure. • use of phrasing.

3	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece of choreography by demonstrating (where relevant) effective:</p> <ul style="list-style-type: none"> • use of actions • use of space • use of dynamics • exploration of relationships • use of motif • use of narrative • use of unison • use of canon • use of question and answer. • use of binary/ternary structure. • use of phrasing.
2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece of choreography by demonstrating (where relevant) some:</p> <ul style="list-style-type: none"> • use of actions. • use of space • use of dynamics • exploration of relationships • use of motif • use of narrative • use of unison • use of canon • use of question and answer. • use of binary/ternary structure. • use of phrasing.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece of choreography by demonstrating (where relevant) minimal:</p> <ul style="list-style-type: none"> • use of actions • use of space • use of dynamics. • exploration of relationships • use of motif • use of narrative • use of unison • use of canon. • use of question and answer. • use of binary/ternary structure. • use of phrasing.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Composition Option	
Task 2	<p><i>Produce a development log that records the exploration and development of your ideas in response to the creative brief.</i></p> <p><i>Marks]</i></p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> <i>• melody</i> <i>• harmony</i> <i>• tonality</i> <i>• form and structure</i> <i>• dynamics</i> <i>• sonority</i> <i>• texture</i> <i>• tempo</i> <i>• rhythm</i> <i>• metre</i> <i>• pitch</i> <i>• articulation</i> <i>• scores/lead sheets.</i> <p style="text-align: right;"><i>[10</i></p>
Band	<p>AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i></p>
4	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to develop an original piece of composition by demonstrating (where relevant) highly effective:</p> <ul style="list-style-type: none"> • use of melody • use of harmony • use of tonality • use of form and structure. • use of dynamics • exploration of sonority • use of texture • use of tempo • use of rhythm • use of metre • use of pitch appropriate to the voice or instrument. • use of articulation appropriate to the voice or instrument. • use of scores/lead sheets.

3	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece of composition by demonstrating (where relevant) effective:</p> <ul style="list-style-type: none"> • use of melody • use of harmony • use of tonality • use of form and structure. • use of dynamics • exploration of sonority • use of texture • use of tempo • use of rhythm • use of metre • use of pitch appropriate to the voice or instrument. • use of articulation appropriate to the voice or instrument. • use of scores/lead sheets.
2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece of composition by demonstrating (where relevant) some:</p> <ul style="list-style-type: none"> • use of melody • use of harmony. • use of tonality • use of form and structure. • use of dynamics • exploration of sonority • use of texture • use of tempo. • use of rhythm • use of metre. • use of pitch appropriate to the voice or instrument. • use of articulation appropriate to the voice or instrument. • use of scores/lead sheets.

1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece of composition by demonstrating (where relevant) minimal:</p> <ul style="list-style-type: none"> • use of melody • use of harmony • use of tonality. • use of form and structure. • use of use of dynamics. • exploration of sonority • use of application of texture. • use of tempo. • use of rhythm • use of metre. • use of pitch appropriate to the voice or instrument. • use of articulation appropriate to the voice or instrument. • use of scorers/lead sheets.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Composition using technology Option	
Task 2	<p><i>Produce a development log that records the exploration and development of your ideas in response to the creative brief. [10 Marks]</i></p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> <i>elements of music</i> <i>effects</i> <i>sampling</i> <i>panning</i> <i>sequencing</i> <i>live and recorded sound</i> <i>scores</i> <i>lead sheets</i> <i>recordings.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
4	<p>9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to develop an original piece of composition using technology by demonstrating (where relevant) highly effective use of:</p> <ul style="list-style-type: none"> elements of music a wide range of effects sampling panning sequencing live and recorded sound scores lead sheets recordings.
3	<p>6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece of composition using technology by demonstrating (where relevant) effective use of:</p> <ul style="list-style-type: none"> elements of music a range of effects sampling panning sequencing live and recorded sound scores lead sheets recordings.

2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece of composition using technology by demonstrating (where relevant) some use of:</p> <ul style="list-style-type: none"> • elements of music • effects • sampling • panning • sequencing • live and recorded sound • scores • lead sheets • recordings.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece of composition using technology by demonstrating (where relevant) minimal use of:</p> <ul style="list-style-type: none"> • elements of music • effects • sampling • panning • sequencing • live and recorded sound • scores • lead sheets • recordings.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Costume design Option (for at least two characters)	
Task 2	<p><i>Produce a development log that records the exploration and development of your ideas in response to the creative brief.</i> [10 Marks]</p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the pieces they are creating:</i></p> <ul style="list-style-type: none"> • <i>consideration of character</i> • <i>use of materials</i> • <i>period and style</i> • <i>shape</i> • <i>texture</i> • <i>colour</i> • <i>measuring performers</i> • <i>sourcing and hiring</i> • <i>sewing/assembling.</i>
<p>Note: a response which considers only one costume design cannot be awarded higher than Band 2 marks.</p>	
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
4	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to develop original pieces of costume design by demonstrating (where relevant) highly effective:</p> <ul style="list-style-type: none"> • consideration of character • use of materials • exploration of period and style • use of shape • use of texture • use of colour. • highly accurate measuring of performers • use of sourcing and hiring. • level of sewing/assembling.
3	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop original pieces of costume design by demonstrating (where relevant) effective:</p> <ul style="list-style-type: none"> • consideration of character • use of materials • exploration of period and style • use of shape • use of texture • use of colour • accurate measuring of performers • use of sourcing and hiring. • level of sewing/assembling.

2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop original pieces of costume design by demonstrating (where relevant) some:</p> <ul style="list-style-type: none"> • consideration of character • use of materials • consideration of period and style • use of shape • use of texture • use of colour • accurate measuring of performers • use of sourcing and hiring. • use of sewing/assembling.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop original pieces of costume design by demonstrating (where relevant) minimal:</p> <ul style="list-style-type: none"> • consideration of character • use of materials • consideration of period and style • use of shape • use of texture • use of colour • accuracy with the measuring of performers • sourcing and/or hiring. • sewing/assembling.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Lighting design Option	
Task 2	<p><i>Produce a development log that records the exploration and development of your ideas in response to the creative brief. [10 Marks]</i></p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> <i>• use of colour/gobos.</i> <i>• effects</i> <i>• creation of location(s)</i> <i>• mood and atmosphere</i> <i>• practical lighting effects</i> <i>• style</i> <i>• focus</i> <i>• angle</i> <i>• different types of lantern</i> <i>• use of control equipment.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
4	<p>9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to develop an original piece of lighting design by demonstrating (where relevant) highly effective:</p> <ul style="list-style-type: none"> • use of colour/gobos. • use of effects • creation of location(s) • creation of mood and atmosphere • use of practical lighting effects. • use of style • use of focus • exploration of angle • use of different types of lantern. • level of control when using equipment.
3	<p>6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece of lighting design by demonstrating (where relevant) effective:</p> <ul style="list-style-type: none"> • use of colour/gobos. • use of effects • creation of location(s) • creation of mood and atmosphere • use of practical lighting effects. • consideration of the style • use of focus • exploration of angle • use of different types of lantern. • level of control when using equipment.

2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece of lighting design by demonstrating (where relevant) some:</p> <ul style="list-style-type: none"> • use of colour/gobos. • use of effects • consideration of the creation of location(s) • creation of mood and atmosphere • use of practical lighting effects. • consideration of the style • use of focus • exploration of angle • use of different types of lantern. • level of control when using equipment.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece of lighting design by demonstrating (where relevant) minimal:</p> <ul style="list-style-type: none"> • use of colour/gobos. • use of effects • creation of location(s) • creation of mood and atmosphere • use of practical lighting effects. • consideration of the style • focus • exploration of angle • use of different types of lantern. • control when using equipment.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Sound design Option	
Task 2	<p><i>Produce a development log that records the exploration and development of your ideas in response to the creative brief. [10 Marks]</i></p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> • <i>mood and atmosphere</i> • <i>creation of location(s)</i> • <i>style</i> • <i>recorded sound</i> • <i>live sound</i> • <i>diegetic and non-diegetic sound</i> • <i>amplification of voice</i> • <i>sourcing</i> • <i>editing</i> • <i>effects</i> • <i>practical sound effects</i> • <i>use of equipment.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
4	<p>9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to develop an original piece of sound design by demonstrating (where relevant) highly effective:</p> <ul style="list-style-type: none"> • creation of mood and atmosphere • creation of location(s) • use of style • capture of recorded sound. • use of live sound. • use of diegetic and non-diegetic sound. • amplification of voice • use of sourcing • use of editing • use of effects • use of practical sound effects. • level of control when using equipment.
3	<p>6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece of sound design by demonstrating (where relevant) effective:</p> <ul style="list-style-type: none"> • creation of mood and atmosphere • creation of location(s) • consideration of the style • capture of recorded sound. • use of live sound. • use of diegetic and non-diegetic sound. • amplification of voice • use of sourcing • use of editing • use of effects • use of practical sound effects. • level of control when using equipment.

2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece of sound design by demonstrating (where relevant) some:</p> <ul style="list-style-type: none"> • creation of mood and atmosphere • consideration of the creation of location(s) • consideration of the style • capture of recorded sound. • use of live sound. • use of diegetic and non-diegetic sound. • amplification of voice • consideration of use of sourcing • use of editing • use of effects • use of practical sound effects. • level of control when using equipment.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece of sound design by demonstrating (where relevant) minimal:</p> <ul style="list-style-type: none"> • creation of mood and atmosphere • creation of location(s) • consideration of the style • capture of recorded sound. • use of live sound. • use of diegetic and non-diegetic sound. • amplification of voice • consideration of use of sourcing • editing • use of effects • use of practical sound effects. • control when using equipment.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Make-up and hair design Option (for at least two characters)	
Task 2	<p><i>Produce a development log that records the exploration and development of your ideas in response to the creative brief. [10 Marks]</i></p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the pieces they are creating:</i></p> <ul style="list-style-type: none"> • <i>character analysis</i> • <i>use of materials</i> • <i>use of tools</i> • <i>use of application techniques (e.g., highlights, shading, emphasis, sculpting, prosthetics)</i> • <i>special effects</i> • <i>facial analysis</i> • <i>wig/hair design.</i>
Note: a response which considers only one make-up/hair design cannot be awarded higher than Band 2.	
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
4	<p>9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to develop original pieces of make-up and hair design by demonstrating (where relevant) highly effective:</p> <ul style="list-style-type: none"> • character analysis • use of materials • use of a wide range of tools. • use of a wide range of application techniques (e.g., highlights, shading, emphasis, sculpting, prosthetics) • use of special effects. • facial analysis • use of wig/hair design.
3	<p>6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop original pieces of make-up and hair design by demonstrating (where relevant) effective:</p> <ul style="list-style-type: none"> • character analysis • use of materials • use of a range of tools. • use of a range of application techniques (e.g., highlights, shading, emphasis, sculpting, prosthetics) • use of special effects. • facial analysis • use of wig/hair design.
2	<p>3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop original pieces of make-up and hair design by demonstrating (where relevant) some:</p> <ul style="list-style-type: none"> • character analysis • use of materials • use of tools • use of application techniques (e.g., highlights, shading, emphasis, sculpting, prosthetics) • use of special effects. • facial analysis • use of wig/hair design.

1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop original pieces of make-up and hair design by demonstrating (where relevant) minimal:</p> <ul style="list-style-type: none">• character analysis• use of materials• use of tools• use of application techniques (e.g., highlights, shading, emphasis, sculpting, prosthetics)• use of special effects.• facial analysis• use of wig/hair design.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Set design Option	
Task 2	<p><i>Produce a development log that records the exploration and development of your ideas in response to the creative brief. [10 Marks]</i></p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> • <i>choice of stage configuration and their implications on the design</i> • <i>creation of location(s)</i> • <i>furniture</i> • <i>main properties (props)</i> • <i>use of materials</i> • <i>construction methods</i> • <i>style</i> • <i>shape</i> • <i>colour</i> • <i>scale</i> • <i>texture</i> • <i>levels</i> • <i>sightlines.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
4	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to develop an original piece of set design by demonstrating (where relevant) highly effective:</p> <ul style="list-style-type: none"> • choice of stage configuration and their implications on the design • creation of location(s) • use of furniture • use of main properties (props) • use of materials • use of construction methods. • consideration of style • use of shape • use of colour • consideration of scale • use of texture • exploration of levels • consideration of sightlines.

3	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece of set design by demonstrating (where relevant) effective:</p> <ul style="list-style-type: none"> • choice of stage configuration and their implications on the design • creation of location(s) • use of furniture • use of main properties (props) • use of materials • use of construction methods. • consideration of style • use of shape • use of colour • consideration of scale • use of texture • consideration of levels • consideration of sightlines.
2	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece of set design by demonstrating (where relevant) some:</p> <ul style="list-style-type: none"> • choice of stage configuration and their implications on the design • creation of location(s) • use of furniture • use of main properties (props) • use of materials • use of construction methods. • consideration of style • use of shape • use of colour • consideration of scale • use of texture • consideration of levels • consideration of sightlines.
1	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece of set design by demonstrating (where relevant) minimal:</p> <ul style="list-style-type: none"> • choice of stage configuration and their implications on the design • creation of location(s) • use of furniture • use of main properties (props) • use of materials • use of construction methods. • consideration of style • use of shape. • use of colour • consideration of scale • use of texture • consideration of levels • consideration of sightlines.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Devised drama Option	
Task 3	<p><i>Present your final piece(s) to an audience.</i> [20 Marks]</p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> • <i>communication</i> • <i>creativity (including quality of original ideas)</i> • <i>development of ideas</i> • <i>appropriate health and safety</i> • <i>knowledge and use of devising processes.</i> • <i>collaborative skills</i> • <i>communication of character</i> • <i>use of movement and gesture.</i> • <i>use of voice in relation to character.</i> • <i>interaction with other performers (if relevant).</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop an original piece(s) of devised drama by displaying highly effective:</p> <ul style="list-style-type: none"> • communication throughout the presentation • creativity (including quality of original ideas) throughout the presentation. • development of ideas throughout the presentation • knowledge of appropriate health and safety throughout the presentation • knowledge and use of devising processes throughout the presentation. • collaborative skills throughout the presentation • communication of character throughout the presentation • use of movement and gesture throughout the presentation. • use of voice in relation to character throughout the presentation. • interaction with other performers (if relevant) throughout the presentation <p>to create a highly effective performance that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece(s) of devised drama by displaying effective:</p> <ul style="list-style-type: none"> • communication during the presentation • creativity (including quality of original ideas) during the presentation. • development of ideas during the presentation • knowledge of appropriate health and safety during the presentation • knowledge and use of devising processes during the presentation. • collaborative skills during the presentation • communication of character during the presentation • use of movement and gesture during the presentation. • use of voice in relation to character during the presentation. • interaction with other performers (if relevant) during the presentation <p>to create an effective performance that is clearly suitable for the theme of the brief and intended purpose.</p>

3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop an original piece(s) of devised drama by displaying:</p> <ul style="list-style-type: none"> • communication during some of the presentation • creativity (including quality of original ideas) during some of the presentation. • development of ideas during some of the presentation • knowledge of appropriate health and safety during some of the presentation • knowledge and use of devising processes during some of the presentation. • collaborative skills during some of the presentation • communication of character during some of the presentation • use of movement and gesture during some of the presentation. • use of voice in relation to character during some of the presentation. • interaction with other performers (if relevant) during some of the presentation <p>to create a performance that is generally suitable for the theme of the brief and intended purpose.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece(s) of devised drama by displaying partial use of most of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of devising processes. • collaborative skills • communication of character • use of movement and gesture. • use of voice in relation to character. • interaction with other performers (if relevant) <p>to create a performance that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece(s) of devised drama by displaying minimal use of some of the following:</p> <ul style="list-style-type: none"> • accuracy • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of devising processes. • collaborative skills • communication of character • use of movement and gesture. • use of voice in relation to character. • interaction with other performers (if relevant) <p>to create a minimal performance.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Choreography Option	
Task 3	<p><i>Present your final piece(s) to an audience.</i> [20 Marks]</p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> <i>communication</i> <i>creativity (including quality of original ideas)</i> <i>development of ideas</i> <i>appropriate health and safety</i> <i>knowledge of use of choreographic processes</i> <i>interpretation/use of music</i> <i>vocabulary of movement</i> <i>control of body and spatial awareness</i> <i>rhythm and timing</i> <i>interaction with other performers (if relevant).</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop an original piece(s) of choreography by displaying highly effective:</p> <ul style="list-style-type: none"> communication throughout the presentation creativity (including quality of original ideas) throughout the presentation. development of ideas throughout the presentation knowledge of appropriate health and safety throughout the presentation knowledge of use of choreographic processes throughout the presentation interpretation/use of music throughout the presentation vocabulary of movement throughout the presentation control of body and spatial awareness throughout the presentation rhythm and timing throughout the presentation interaction with other performers (if relevant) throughout the presentation <p>to create a highly effective performance that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece(s) of choreography by displaying effective:</p> <ul style="list-style-type: none"> communication during the presentation creativity (including quality of original ideas) during the presentation. development of ideas during the presentation knowledge of appropriate health and safety during the presentation knowledge of use of choreographic processes during the presentation interpretation/use of music during the presentation vocabulary of movement during the presentation control of body and spatial awareness during the presentation rhythm and timing during the presentation interaction with other performers (if relevant) during the presentation <p>to create an effective performance that is clearly suitable for the theme of the brief and intended purpose.</p>

3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop an original piece(s) of choreography by displaying:</p> <ul style="list-style-type: none"> • communication during some of the presentation • creativity (including quality of original ideas) during some of the presentation. • development of ideas during some of the presentation • knowledge of appropriate health and safety during some of the presentation • knowledge of use of choreographic processes during some of the presentation • interpretation/use of music during some of the presentation • vocabulary of movement during some of the presentation • control of body and spatial awareness during some of the presentation • rhythm and timing during some of the presentation • interaction with other performers (if relevant) during some of the presentation <p>to create a performance that is generally suitable for the theme of the brief and intended purpose.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece(s) of choreography by displaying partial use of most of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge of use of choreographic processes • interpretation/use of music • vocabulary of movement • control of body and spatial awareness • rhythm and timing • interaction with other performers (if relevant) <p>to create a performance that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece(s) of choreography by displaying minimal use of some of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge of use of choreographic processes • interpretation/use of music • vocabulary of movement • control of body and spatial awareness • rhythm and timing • interaction with other performers (if relevant) <p>to create a minimal performance.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Composition Option	
Task 3	<p><i>Present your final piece(s) to an audience.</i> [20 Marks]</p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> <i>communication</i> <i>creativity (including quality of original ideas)</i> <i>development of ideas</i> <i>appropriate health and safety</i> <i>knowledge and use of processes of composition.</i> <i>consideration of the elements of music</i> <i>consideration of style</i> <i>knowledge and use of instrumental/vocal resources.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop an original piece(s) of composition by displaying highly effective:</p> <ul style="list-style-type: none"> communication throughout the presentation creativity (including quality of original ideas) throughout the presentation. development of ideas throughout the presentation knowledge of appropriate health and safety throughout the presentation knowledge and use of processes of composition throughout the presentation. consideration of the elements of music throughout the presentation consideration of style throughout the presentation knowledge and use of instrumental/vocal resources throughout the presentation. <p>to create a highly effective performance that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece(s) of composition by displaying effective:</p> <ul style="list-style-type: none"> communication during the presentation creativity (including quality of original ideas) during the presentation. development of ideas during the presentation knowledge of appropriate health and safety during the presentation knowledge and use of processes of composition during the presentation. consideration of the elements of music during the presentation consideration of style during the presentation knowledge and use of instrumental/vocal resources during the presentation. <p>to create an effective performance that is clearly suitable for the theme of the brief and intended purpose.</p>

3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop an original piece(s) of composition by displaying:</p> <ul style="list-style-type: none"> • communication during some of the presentation • creativity (including quality of original ideas) during some of the presentation. • development of ideas during some of the presentation • knowledge of appropriate health and safety during some of the presentation • knowledge and use of processes of composition during some of the presentation. • consideration of the elements of music during some of the presentation • consideration of style during some of the presentation • knowledge and use of instrumental/vocal resources during some of the presentation. <p>to create a performance that is generally suitable for the theme of the brief and intended purpose.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece(s) of composition by displaying partial use of most of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of processes of composition. • consideration of the elements of music • consideration of style • knowledge and use of instrumental/vocal resources. <p>to create a performance that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece(s) of composition by displaying minimal use of some of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of processes of composition. • consideration of the elements of music • consideration of style • knowledge and use of instrumental/vocal resources. <p>to create a minimal performance.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Composition using technology Option	
Task 3	<p><i>Present your final piece(s) to an audience.</i> [20 Marks]</p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are creating:</i></p> <ul style="list-style-type: none"> • <i>communication</i> • <i>creativity (including quality of original ideas)</i> • <i>development of ideas</i> • <i>appropriate health and safety</i> • <i>knowledge and use of processes of composition.</i> • <i>consideration of the elements of music</i> • <i>consideration of style</i> • <i>knowledge and use of technology as a tool to manipulate sound.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop an original piece(s) of composition using technology by displaying highly effective:</p> <ul style="list-style-type: none"> • communication throughout the presentation • creativity (including quality of original ideas) throughout the presentation. • development of ideas throughout the presentation • knowledge of appropriate health and safety throughout the presentation • knowledge and use of processes of composition throughout the presentation. • consideration of the elements of music throughout the presentation • consideration of style throughout the presentation • knowledge and use of technology as a tool to manipulate sound throughout the presentation. <p>to create a highly effective performance that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece(s) of composition using technology by displaying effective:</p> <ul style="list-style-type: none"> • communication during the presentation • creativity (including quality of original ideas) during the presentation. • development of ideas during the presentation • knowledge of appropriate health and safety during the presentation • knowledge and use of processes of composition during the presentation. • consideration of the elements of music during the presentation • consideration of style during the presentation • knowledge and use of technology as a tool to manipulate sound during the presentation. <p>to create an effective performance that is clearly suitable for the theme of the brief and intended purpose.</p>

3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop an original piece(s) of composition using technology by displaying:</p> <ul style="list-style-type: none"> • communication during some of the presentation • creativity (including quality of original ideas) during some of the presentation. • development of ideas during some of the presentation • knowledge of appropriate health and safety during some of the presentation • knowledge and use of processes of composition during some of the presentation. • consideration of the elements of music during some of the presentation • consideration of style during some of the presentation • knowledge and use of technology as a tool to manipulate sound during some of the presentation. <p>to create a performance that is generally suitable for the theme of the brief and intended purpose.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece(s) of composition using technology by displaying partial use of most of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of processes of composition. • consideration of the elements of music • consideration of style • knowledge and use of technology as a tool to manipulate sound. <p>to create a performance that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece(s) of composition using technology by displaying minimal use of some of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of processes of composition. • consideration of the elements of music • consideration of style • knowledge and use of technology as a tool to manipulate so <p>to create a minimal performance.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Costume design Option	
Task 3	<p><i>Present your final piece(s) to an audience.</i> [20 Marks]</p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are designing:</i></p> <ul style="list-style-type: none"> <i>communication</i> <i>creativity (including quality of original ideas)</i> <i>development of ideas</i> <i>appropriate health and safety</i> <i>knowledge and use of costume design processes.</i> <i>suitability of costume</i> <i>series of drawings including details of materials and measurements, etc. leading to the final design.</i> <i>practicality: use of materials, consideration of character and style of the piece, shape, texture, colour, suitability of costume.</i>
Note: a response which considers only one costume design cannot be awarded higher than Band 3.	
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop original pieces of costume design by displaying highly effective:</p> <ul style="list-style-type: none"> communication throughout the presentation creativity (including quality of original ideas) throughout the presentation. development of ideas throughout the presentation knowledge of appropriate health and safety throughout the presentation knowledge and use of costume design processes throughout the presentation. suitability of costume throughout the presentation series of drawings including details of materials and measurements, etc. leading to the final design throughout the presentation. practicality: use of materials, consideration of character and style of the piece, shape, texture, colour, suitability of costume throughout the presentation. <p>to create a highly effective presentation that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop original pieces of costume design by displaying effective:</p> <ul style="list-style-type: none"> communication during the presentation creativity (including quality of original ideas) during the presentation. development of ideas during the presentation knowledge of appropriate health and safety during the presentation knowledge and use of costume design processes during the presentation. suitability of costume during the presentation series of drawings including details of materials and measurements, etc. leading to the final design during the presentation. practicality: use of materials, consideration of character and style of the piece, shape, texture, colour, suitability of costume during the presentation. <p>to create an effective presentation that is clearly suitable for the theme of the brief and intended purpose.</p>

3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop original pieces of costume design by displaying:</p> <ul style="list-style-type: none"> • communication during some of the presentation • creativity (including quality of original ideas) during some of the presentation. • development of ideas during some of the presentation • knowledge of appropriate health and safety during some of the presentation • knowledge and use of costume design processes during some of the presentation. • suitability of costume during some of the presentation • series of drawings including details of materials and measurements, etc. leading to the final design during some of the presentation. • practicality: use of materials, consideration of character and style of the piece, shape, texture, colour, suitability of costume during some of the presentation. <p>to create a presentation that is generally suitable for the theme of the brief and intended purpose.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop original pieces of costume design by displaying partial use of most of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of costume design processes. • suitability of costume • series of drawings including details of materials and measurements, etc. leading to the final design. • practicality: use of materials, consideration of character and style of the piece, shape, texture, colour, suitability of costume. <p>to create a presentation that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop original pieces of costume design by displaying minimal use of some of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of costume design processes. • suitability of costume • series of drawings including details of materials and measurements, etc. leading to the final design. • practicality: use of materials, consideration of character and style of the piece, shape, texture, colour, suitability of costume. <p>to create a minimal presentation.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Lighting design Option	
Task 3	<p><i>Present your final piece(s) to an audience.</i> [20 Marks]</p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are designing:</i></p> <ul style="list-style-type: none"> • <i>communication</i> • <i>creativity (including quality of original ideas)</i> • <i>development of ideas</i> • <i>appropriate health and safety</i> • <i>knowledge and use of lighting design processes.</i> • <i>creation of the lighting plot (on paper or digitally)</i> • <i>knowledge of how to set up a lighting rig.</i> • <i>knowledge of the plotting process</i> • <i>ability to operate the system during performance.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop an original piece(s) of lighting design by displaying highly effective:</p> <ul style="list-style-type: none"> • communication throughout the presentation • creativity (including quality of original ideas) throughout the presentation. • development of ideas throughout the presentation • knowledge of appropriate health and safety throughout the presentation • knowledge and use of lighting design processes throughout the presentation. • creation of the lighting plot (on paper or digitally) throughout the presentation • knowledge of how to set up a lighting rig throughout the presentation. • knowledge of the plotting process throughout the presentation • ability to operate the system during performance throughout the presentation. <p>to create a highly effective presentation that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece(s) of lighting design by displaying effective:</p> <ul style="list-style-type: none"> • communication during the presentation • creativity (including quality of original ideas) during the presentation. • development of ideas during the presentation • knowledge of appropriate health and safety during the presentation • knowledge and use of lighting design processes during the presentation. • creation of the lighting plot (on paper or digitally) during the presentation • knowledge of how to set up a lighting rig during the presentation. • knowledge of the plotting process during the presentation • ability to operate the system during performance during the presentation. <p>to create an effective presentation that is clearly suitable for the theme of the brief and intended purpose.</p>

3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop an original piece(s) of lighting design by displaying:</p> <ul style="list-style-type: none"> • communication during some of the presentation • creativity (including quality of original ideas) during some of the presentation. • development of ideas during some of the presentation • knowledge of appropriate health and safety during some of the presentation • knowledge and use of lighting design processes during some of the presentation. • creation of the lighting plot (on paper or digitally) during some of the presentation • knowledge of how to set up a lighting rig during some of the presentation. • knowledge of the plotting process during some of the presentation • ability to operate the system during performance during some of the presentation. <p>to create a presentation that is generally suitable for the theme of the brief and intended purpose.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece(s) of lighting design by displaying partial use of most of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of lighting design processes. • creation of the lighting plot (on paper or digitally) • knowledge of how to set up a lighting rig. • knowledge of the plotting process • ability to operate the system during performance. <p>to create a presentation that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece(s) of lighting design by displaying minimal use of some of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of lighting design processes. • creation of the lighting plot (on paper or digitally) • knowledge of how to set up a lighting rig. • knowledge of the plotting process • ability to operate the system during performance. <p>to create a minimal presentation.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Sound design Option	
Task 3	<p><i>Present your final piece(s) to an audience.</i> [20 Marks]</p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are designing:</i></p> <ul style="list-style-type: none"> • <i>communication</i> • <i>creativity (including quality of original ideas)</i> • <i>development of ideas</i> • <i>appropriate health and safety</i> • <i>knowledge and use of sound design processes.</i> • <i>creation of the sound plot</i> • <i>knowledge of how to set up a sound rig.</i> • <i>knowledge of the sound plotting process.</i> • <i>Ability to operate the system during performance.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop an original piece(s) of sound design by displaying highly effective:</p> <ul style="list-style-type: none"> • communication throughout the presentation • creativity (including quality of original ideas) throughout the presentation. • development of ideas throughout the presentation • knowledge of appropriate health and safety throughout the presentation • knowledge and use of sound design processes throughout the presentation. • creation of the sound plot throughout the presentation • knowledge of how to set up a sound rig throughout the presentation. • knowledge of the sound plotting process throughout the presentation. • ability to operate the system during performance throughout the presentation. <p>to create a highly effective presentation that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece(s) of sound design by displaying effective:</p> <ul style="list-style-type: none"> • communication during the presentation • creativity (including quality of original ideas) during the presentation. • development of ideas during the presentation • knowledge of appropriate health and safety during the presentation • knowledge and use of sound design processes during the presentation. • creation of the sound plot during the presentation • knowledge of how to set up a sound rig during the presentation. • knowledge of the sound plotting process during the presentation. • ability to operate the system during performance during the presentation. <p>to create an effective presentation that is clearly suitable for the theme of the brief and intended purpose.</p>

3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop an original piece(s) of sound design by displaying:</p> <ul style="list-style-type: none"> • communication during some of the presentation • creativity (including quality of original ideas) during some of the presentation. • development of ideas during some of the presentation • knowledge of appropriate health and safety during some of the presentation • knowledge and use of sound design processes during some of the presentation. • creation of the sound plot during some of the presentation • knowledge of how to set up a sound rig during some of the presentation. • knowledge of the sound plotting process during some of the presentation. • ability to operate the system during performance during some of the presentation. <p>to create a presentation that is generally suitable for the theme of the brief and intended purpose.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece(s) of sound design by displaying partial use of most of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of sound design processes. • creation of the sound plot • knowledge of how to set up a sound rig. • knowledge of the sound plotting process. • ability to operate the system during performance. <p>to create a presentation that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece(s) of sound design by displaying minimal use of some of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of sound design processes. • creation of the sound plot • knowledge of how to set up a sound rig. • knowledge of the sound plotting process. • ability to operate the system during performance. <p>to create a minimal presentation.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Make-up and hair design Option

Task 3 *Present your final piece(s) to an audience.* **[20 Marks]**

Candidates should show evidence of exploration of the following that are appropriate to the piece they are designing:

- *communication*
- *creativity (including quality of original ideas)*
- *development of ideas*
- *appropriate health and safety*
- *knowledge and use of make-up and hair design processes.*
- *series of drawings including details of materials and measurements, etc. leading to the final design.*
- *practicality*
- *use of materials, consideration of character and style, shape, texture, colour.*

Note: a response which considers only one make-up/hair design cannot be awarded higher than Band 3.

Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop original pieces of make-up and hair design by displaying highly effective:</p> <ul style="list-style-type: none"> • communication throughout the presentation • creativity (including quality of original ideas) throughout the presentation. • development of ideas throughout the presentation • knowledge of appropriate health and safety throughout the presentation • knowledge and use of make-up and hair design processes throughout the presentation. • series of drawings including details of materials and measurements, etc. leading to the final design throughout the presentation. • practicality throughout the presentation • use of materials, consideration of character and style, shape, texture, colour throughout the presentation. • health and safety of the performer e.g., skin care throughout the presentation <p>to create a highly effective presentation that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop original pieces of make-up and hair design by displaying effective:</p> <ul style="list-style-type: none"> • communication during the presentation • creativity (including quality of original ideas) during the presentation. • development of ideas during the presentation • knowledge of appropriate health and safety during the presentation • knowledge and use of make-up and hair design processes during the presentation. • series of drawings including details of materials and measurements, etc. leading to the final design during the presentation. • practicality during the presentation • use of materials, consideration of character and style, shape, texture, colour during the presentation. • health and safety of the performer e.g., skin care during the presentation <p>to create an effective presentation that is clearly suitable for the theme of the brief and intended purpose.</p>

3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop original pieces of make-up and hair design by displaying:</p> <ul style="list-style-type: none"> • communication during some of the presentation • creativity (including quality of original ideas) during some of the presentation. • development of ideas during some of the presentation • knowledge of appropriate health and safety during some of the presentation • knowledge and use of make-up and hair design processes during some of the presentation. • series of drawings including details of materials and measurements, etc. leading to the final design during some of the presentation. • practicality during some of the presentation • use of materials, consideration of character and style, shape, texture, colour during some of the presentation. • health and safety of the performer e.g., skin care during some of the presentation <p>to create a presentation that is generally suitable for the theme of the brief and intended purpose.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop original pieces of make-up and hair design by displaying partial use of most of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of make-up and hair design processes. • series of drawings including details of materials and measurements, etc. leading to the final design. • practicality • use of materials, consideration of character and style, shape, texture, colour. • health and safety of the performer e.g., skin care <p>to create a presentation that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop original pieces of make-up and hair design by displaying minimal use of some of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of make-up and hair design processes. • series of drawings including details of materials and measurements, etc. leading to the final design. • practicality • use of materials, consideration of character and style, shape, texture, colour. • health and safety of the performer e.g., skin care <p>to create a minimal presentation.</p>
.	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Set design Option	
Task 3	<p><i>Present your final piece(s) to an audience.</i> [20 Marks]</p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to the piece they are designing:</i></p> <ul style="list-style-type: none"> • <i>communication</i> • <i>creativity (including quality of original ideas)</i> • <i>development of ideas</i> • <i>appropriate health and safety</i> • <i>knowledge and use of set design processes.</i> • <i>series of drawings including details of scale, materials and measurements, etc. leading to the final design.</i> • <i>a scale model of design (real or computer generated) including all key elements, furniture and major props.</i> • <i>use of materials, consideration of script/production and style, shape, texture, colour.</i>
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop an original piece(s) of set design by displaying highly effective:</p> <ul style="list-style-type: none"> • communication throughout the presentation • creativity (including quality of original ideas) throughout the presentation. • development of ideas throughout the presentation • knowledge of appropriate health and safety throughout the presentation • knowledge and use of set design processes throughout the presentation. • series of drawings including details of scale, materials and measurements, etc. leading to the final design throughout the presentation. • a scale model of design (real or computer generated) including all key elements, furniture and major props throughout the presentation. • use of materials, consideration of script/production and style, shape, texture, colour throughout the presentation. <p>to create a highly effective presentation that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop an original piece(s) of set design by displaying effective:</p> <ul style="list-style-type: none"> • communication during the presentation • creativity (including quality of original ideas) during the presentation. • development of ideas during the presentation • knowledge of appropriate health and safety during the presentation • knowledge and use of set design processes during the presentation. • series of drawings including details of scale, materials and measurements, etc. leading to the final design during the presentation. • a scale model of design (real or computer generated) including all key elements, furniture and major props during the presentation. • use of materials, consideration of script/production and style, shape, texture, colour during the presentation. <p>to create an effective presentation that is clearly suitable for the theme of the brief and intended purpose.</p>

3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop an original piece(s) of set design by displaying:</p> <ul style="list-style-type: none"> • communication during some of the presentation • creativity (including quality of original ideas) during some of the presentation. • development of ideas during some of the presentation • knowledge of appropriate health and safety during some of the presentation • knowledge and use of set design processes during some of the presentation. • series of drawings including details of scale, materials and measurements, etc. leading to the final design during some of the presentation. • a scale model of design (real or computer generated) including all key elements, furniture and major props during some of the presentation. • use of materials, consideration of script/production and style, shape, texture, colour during some of the presentation. <p>to create a presentation that is generally suitable for the theme of the brief and intended purpose.</p>
2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop an original piece(s) of set design by displaying partial use of most of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of set design processes. • series of drawings including details of scale, materials and measurements, etc. leading to the final design. • a scale model of design (real or computer generated) including all key elements, furniture and major props. • use of materials, consideration of script/production and style, shape, texture, colour. <p>to create a presentation that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop an original piece(s) of set design by displaying minimal use of some of the following:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • knowledge of appropriate health and safety • knowledge and use of set design processes. • series of drawings including details of scale, materials and measurements, etc. leading to the final design. • a scale model of design (real or computer generated) including all key elements, furniture and major props. • use of materials, consideration of script/production and style, shape, texture, colour. <p>to create a minimal presentation.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Task 4 *Evaluate the success of your creative process and final creation. Discuss the areas of your work that need improving/developing and explain how you would make the improvements or justify why particular feedback has not been acted upon.* **[20 Marks]**

Candidates should show evidence of:

- *feedback from others during the development stage and after your final performance/presentation*
- *a review of whether the creation fulfilled the creative brief from task one.*
- *a review of their skills and how they were used and demonstrated.*
- *explanation of how the work could be developed and justifying why particular feedback would not be acted on.*

Band	A03: Analyse and evaluate information, making reasoned judgements and presenting conclusions.
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent analysis and evaluation of the success of their creation by:</p> <ul style="list-style-type: none"> • undertaking a detailed and effective evaluation of feedback from others • showing detailed and effective consideration of whether their creation met the creative brief. • showing detailed and effective consideration of the skills they used and demonstrated. • showing detailed and effective consideration for how their work could be developed. • presenting perceptive and rational judgements on the success of the creation with relevant links between conclusions and evidence.
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good analysis and evaluation of the success of their creation by:</p> <ul style="list-style-type: none"> • undertaking a detailed evaluation of feedback from others • showing detailed consideration of whether their creation met the creative brief. • showing detailed consideration of the skills they used and demonstrated. • showing detailed consideration for how their work could be developed. • presenting rational judgements on the success of the creation with relevant links between conclusions and evidence.
3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory analysis and evaluation of the success of their creation by:</p> <ul style="list-style-type: none"> • undertaking an evaluation of feedback from others • showing consideration of whether their creation met the creative brief. • showing consideration of the skills they used and demonstrated. • showing generally detailed consideration for how their work could be developed. • presenting judgements on the success of the creation with relevant links between conclusions and evidence.

2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic analysis and evaluation of the success of their creation by:</p> <ul style="list-style-type: none">• undertaking some evaluation of feedback from others but may lack precision.• showing some consideration of whether their creation met the creative brief.• showing some consideration of the skills they used and demonstrated.• showing some consideration for how their work could be developed.• presenting some judgements on the success of the creation with some use of evidence.
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited analysis and evaluation of the success of their creation by:</p> <ul style="list-style-type: none">• undertaking minimal evaluation of feedback from others which lacks precision.• showing minimal consideration of whether their creation met the creative brief.• showing minimal consideration of the skills they used and demonstrated.• showing minimal consideration for how their work could be developed.• presenting minimal judgements on the success of the creation that are not supported.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Mapping of questions to specification content and assessment objectives:

Unit 2

Task	Specification content (focus)					Mark allocation			
	Topic and Section					Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	2.1		2.2	2.3					
	2.1.1	2.1.2	2.2.1	2.3.1	2.3.2				
1	10					10	10		
2		10				10		10	
3			20			20		20	
4				20		20			20
	Total marks					60	10	30	20



FOR CENTRES IN WALES:

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