



# UNCOVER LEARNER POTENTIAL

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

Teaching from 2022 | Award from 2024

**SAMPLE ASSESSMENT MATERIALS - UNIT 1**



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

## SAMPLE ASSESSMENT MATERIALS

### UNIT 1

For teaching from 2022  
For award from 2024

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## **Unit 1: Performing**

### **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.

## Performing

### Assignment Brief Summer 20xx

The Whittingborn Festival of Performing Arts is an annual event that has been running since 1945. The purpose of the event is to give young people of all cultures an opportunity to perform in a professional venue, express themselves creatively and demonstrate the value of the Performing Arts. The festival attracts a varied audience from different age groups and backgrounds.

The British and International Federation of Festivals (BIFF) will be providing the festival with a team of adjudicators who will be selecting the best performances to be programmed at the festival.

The programme features entries from the following areas:

- Drama
- Music
- Music Technology
- Musical Theatre (individuals must demonstrate their skills in at least **two** out of the three disciplines of singing, dancing, and acting).

To apply for a place at the festival you will need to research, rehearse and perform an existing piece, or group of pieces, of professional/published work to be used as part of the programme. The festival has the following set of rules for entries:

- you are able to perform individually or as part of a group of up to 10.
- individuals need to perform for between 3 and 6 minutes. Within a pair/group performance this individual timing remains. However, individuals can perform at the same time (e.g., a duet with both individuals singing at the same time could be 3 minutes long).

For your piece(s) to be considered for selection the festival organisers would like you to provide them with the following:

- a synopsis of the background to your chosen piece(s) to be included in the programme for the festival.
- a plan for how this research has influenced your performance and what impact you are hoping to achieve through your performance.
- a rehearsal plan to ensure that you are fully prepared for the performance.
- recordings that outline the stages you have followed:
  - beginning of the process,
  - development and performance
  - review
- feedback from others for the adjudicators to decide whether your performance should be selected. This could take the form of peer assessment, audience surveys and/or teacher feedback.

## 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., research into their chosen piece(s) as well as rehearsal that will be documented in their reflective journal).

Unit content	Tasks:	Evidence Required	Recommended Time	Controls	AOs	Marks
1.1.1	<b>1a.</b> Outline the findings of the research you have undertaken for your chosen piece(s)  You should: <ul style="list-style-type: none"> <li>State your chosen piece(s).</li> </ul>	<ul style="list-style-type: none"> <li>Outline of the research you have undertaken.</li> </ul>	1 hour	<b>Supervision:</b> Indirect <b>Guidance:</b> Direct <b>Resources:</b> Permitted <b>Collaboration:</b> Not allowed	AO1	6
1.1.1	<b>1b.</b> Discuss how this research will influence your performance and what impact you are hoping to achieve.	<ul style="list-style-type: none"> <li>Justification of research.</li> </ul>	1 hour	<b>Supervision:</b> Indirect <b>Guidance:</b> Direct <b>Resources:</b> Permitted <b>Collaboration:</b> Not allowed	AO3	5
1.1.2	<b>2.</b> Outline a rehearsal schedule that will enable you to be fully prepared for the performance required in the brief.  You should: <ul style="list-style-type: none"> <li>plan your time effectively.</li> <li>consider different types of rehearsal that will help you be prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearsal plan.</li> </ul>	1 hour	<b>Supervision:</b> Indirect <b>Guidance:</b> Direct <b>Resources:</b> Permitted <b>Collaboration:</b> Not allowed	AO1	4

1.1.2	3.	<p>Produce a reflective journal that records the practical rehearsal process required to ensure you are fully prepared for the performance required in the brief.</p> <p>You should include:</p> <ul style="list-style-type: none"> <li>• action planning</li> <li>• rehearsal preparation away from the rehearsal space (e.g., line learning/familiarisation with score/practice of dance moves, preparing virtual instruments/sounds)</li> <li>• responding to direction/choreography</li> <li>• receiving and recording blocking; annotating scripts/choreographic notation/scores</li> <li>• refining</li> <li>• observing appropriate health and safety requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective journal</li> <li>• Recording of the beginning of the process and during the process.</li> </ul>	3 hours	<p><b>Supervision:</b> None</p> <p><b>Guidance:</b> Direct</p> <p><b>Resources:</b> Permitted</p> <p><b>Collaboration:</b> Not allowed</p>	AO2	10
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1.2.1	4.	<p>Perform/present your chosen piece(s) to an audience.</p> <p>You should consider:</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• coordination</li> <li>• communication</li> <li>• control</li> <li>• dealing with mistakes; coping under pressure</li> <li>• interpretation.</li> </ul> <p>You should also consider the following skills from your chosen discipline:</p> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>• interpretation and development of character</li> <li>• clarity of chosen acting style/genre.</li> <li>• use of movement and gesture.</li> <li>• use of voice</li> <li>• response to text.</li> </ul>	<ul style="list-style-type: none"> <li>• Recording of the final performance.</li> </ul>	2 hours	<p><b>Supervision:</b> None</p> <p><b>Guidance:</b> Indirect</p> <p><b>Resources:</b> Permitted</p> <p><b>Collaboration:</b> Permitted</p>	AO2	20
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		<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• technical control</li> <li>• rhythm and pitch</li> <li>• dynamics and balance</li> <li>• expression</li> <li>• technical skills on chosen instrument or voice.</li> </ul> <p><b>Music technology:</b></p> <ul style="list-style-type: none"> <li>• technical control</li> <li>• dynamics and balance</li> <li>• effective use of chosen technology in performance or presentation: recorded and/or live.</li> <li>• expression</li> <li>• mixing and beat matching.</li> </ul> <p><b>Musical Theatre (you must demonstrate your skills in at least two out of the three disciplines of singing, dancing, and acting):</b></p> <ul style="list-style-type: none"> <li>• interpretation and development of character</li> <li>• Singing: vocal technique; acting through song</li> <li>• Dancing: dance technique, application of style(s)</li> <li>• Acting: movement, voice, character</li> <li>• interconnection between the three disciplines</li> </ul>					
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1.3.1 1.3.2	5.	<p>Evaluate the success of your performance including what you have learned from undertaking this work and how it will inform your future performances.</p> <p>You should consider:</p> <ul style="list-style-type: none"> <li>• feedback from others</li> <li>• whether the performance fulfilled your intention</li> <li>• strengths and areas for future development</li> <li>• action planning and targets for future performances</li> <li>• professional working practices, including appropriate health and safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation/development plan.</li> </ul>	2 hours	<p><b>Supervision:</b> Indirect</p> <p><b>Guidance:</b> Direct</p> <p><b>Resources:</b> Permitted</p> <p><b>Collaboration:</b> Not allowed</p>	AO3	15
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

Two levels of supervision feature within the Unit 1 Performing Arts assessment:

Indirect supervision	<p>Candidates do not need to be directly supervised at all times.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none"> <li>• all candidates participate in the assessment.</li> <li>• there is sufficient supervision to ensure that work can be authenticated.</li> <li>• the work an individual candidate submits for assessment is his/her own.</li> </ul> <p>Candidates' work must always remain within the centre and must be stored securely between timetabled sessions.</p>
	<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"> <li>• have unlimited access to electronic and printed resources.</li> <li>• use the internet without restriction.</li> <li>• work in groups.</li> </ul>

### Guidance

Throughout the Unit 1 Performing Arts Controlled assessment there is direct and indirect control on guidance:

Category of Advice/Feedback:	Direct	Indirect
<b>Teachers can:</b>		
Review candidates' work and provide oral and written advice at a <b>general</b> 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 1 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 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 1 but can collaborate for Task 4 - Performance.

## 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 1 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 1

#### 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 as a result of the band 3 content.

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

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

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're 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.



<b>Task 1a</b>	<p><i>Outline the findings of the research you have undertaken for your chosen piece(s). [6 Marks]</i></p> <p><i>Candidates should state their chosen piece(s) and may consider:</i></p> <ul style="list-style-type: none"> <li>• <i>the original author/composer/choreographer and their intentions for the piece(s)</i></li> <li>• <i>intended mood and style/genre</i></li> <li>• <i>themes and ideas</i></li> <li>• <i>performance space</i></li> <li>• <i>purpose</i></li> <li>• <i>the relationship between audience and the performer</i></li> <li>• <i>original target audience</i></li> <li>• <i>new target audience.</i></li> </ul>
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding from across the specification.</i>
<b>3</b>	<p><b>5-6 marks</b></p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a range of detailed and accurate knowledge and understanding of research and the requirements of their chosen piece(s)</li> <li>• a developed understanding that shows relevance to the demands of their chosen piece/pieces</li> <li>• relevant evidence/examples</li> <li>• depth and range to evidence/examples used.</li> <li>• precise use of terminology.</li> </ul>
<b>2</b>	<p><b>3-4-marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• detailed and accurate knowledge and understanding of research and the requirements of their chosen piece(s)</li> <li>• understanding that shows relevance to the demands of their chosen piece/pieces</li> <li>• some appropriate evidence/examples</li> <li>• depth or range of evidence/examples used</li> <li>• generally precise use of terminology.</li> </ul>
<b>1</b>	<p><b>1-2 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of research and the requirements of their chosen piece/pieces.</li> <li>• some understanding that is relevant to the demands of their chosen piece/pieces</li> <li>• few evidence/examples</li> <li>• some use of appropriate terminology.</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

<b>Task 1b</b>	<b><i>Discuss how this research will influence your performance and what impact you are hoping to achieve.</i></b> <b>[5 Marks]</b>
<b>Band</b>	<b>AO3:</b> <i>Analyse and evaluate information, making reasoned judgements and presenting conclusions.</i>
<b>3</b>	<p><b>5 marks</b></p> <p>The candidate has demonstrated a very good analysis and evaluation of what they have learned from undertaking the research by discussing:</p> <ul style="list-style-type: none"> <li>• a detailed and effective consideration of how the research will influence their performance choices.</li> <li>• a full consideration to the intended impact of their piece(s).</li> </ul>
<b>2</b>	<p><b>3-4-marks</b></p> <p>The candidate has demonstrated a good analysis and evaluation of what they have learned from undertaking the research by discussing:</p> <ul style="list-style-type: none"> <li>• a detailed consideration of how the research will influence their performance choices.</li> <li>• a consideration to the intended impact of their piece(s).</li> </ul>
<b>1</b>	<p><b>1-2 marks</b></p> <p>The candidate has demonstrated a basic analysis and evaluation of what they have learned from undertaking the research by discussing:</p> <ul style="list-style-type: none"> <li>• some consideration of how the research will influence their performance choices.</li> <li>• some consideration to the intended impact of their piece(s).</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

<p><i>Task 2</i></p>	<p><i>Outline a rehearsal schedule that will enable you to be fully prepared for the performance required in the brief.</i></p> <p style="text-align: right;"><i>[4 Marks]</i></p> <p><i>Candidates should demonstrate their knowledge and understanding of:</i></p> <ul style="list-style-type: none"> <li><i>• effective time management</i></li> <li><i>• different types of rehearsal</i></li> </ul>
	<p><b>AO1:</b> <i>Demonstrate knowledge and understanding from across the specification.</i></p>
	<p>Award <b>two</b> marks for a fully developed and effective time plan. Award <b>one</b> mark for a basic time plan that may lack detail.</p> <p>Award <b>two</b> marks for a full consideration of different types of rehearsal. Award <b>one</b> mark for a partial consideration of different types of rehearsal.</p>

<b>Task 3</b>	<p><i>Produce a reflective journal that records the practical rehearsal process required to ensure you are fully prepared for the performance required in the brief. [10 Marks]</i></p> <p><i>Candidates should show evidence of:</i></p> <ul style="list-style-type: none"> <li><i>• action planning</i></li> <li><i>• rehearsal preparation away from the rehearsal space (e.g., line learning/familiarisation with score/practice of dance moves, preparing virtual instruments/sounds)</i></li> <li><i>• responding to direction/choreography</i></li> <li><i>• receiving and recording blocking; annotating scripts/choreographic notation/scores</i></li> <li><i>• refining</i></li> <li><i>• observing appropriate health and safety requirements.</i></li> </ul>
<b>Band</b>	<p><b>AO2:</b> <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>
<b>4</b>	<p style="text-align: center;"><b>9-10 marks</b></p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the methods used to plan and learn from rehearsals by:</p> <ul style="list-style-type: none"> <li>• producing a detailed and effective action plan which demonstrates that the candidate is fully prepared for the performance.</li> <li>• demonstrating highly effective rehearsal preparation</li> <li>• demonstrating a highly effective response to direction/choreography</li> <li>• presenting a fully considered account of receiving and recording blocking; annotating scripts/choreographic notation/scores.</li> <li>• providing a detailed and effective explanation of refining the rehearsal process</li> <li>• clearly displaying consistent observation of appropriate health and safety requirements.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>6-8 marks</b></p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to plan and learn from rehearsals by:</p> <ul style="list-style-type: none"> <li>• producing a detailed action plan which demonstrates that the candidate is prepared for the performance.</li> <li>• demonstrating effective rehearsal preparation</li> <li>• demonstrating an effective response to direction/choreography</li> <li>• presenting a considered account of receiving and recording blocking; annotating scripts/choreographic notation/scores</li> <li>• providing a detailed explanation of refining the rehearsal process</li> <li>• displaying observation of appropriate health and safety requirements.</li> </ul>

2	<p style="text-align: center;"><b>3-5 marks</b></p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to plan and learn from rehearsals by:</p> <ul style="list-style-type: none"> <li>• producing an action plan which demonstrates that the candidate is roughly prepared for the performance.</li> <li>• demonstrating rehearsal preparation</li> <li>• demonstrating consideration of responding to direction/choreography</li> <li>• presenting an account of receiving and recording blocking; annotating scripts/choreographic notation/scores</li> <li>• providing an explanation of refining the rehearsal process</li> <li>• displaying partial consideration of observing appropriate health and safety requirements.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to plan and learn from rehearsals by:</p> <ul style="list-style-type: none"> <li>• producing a minimal action plan which demonstrates that the candidate is somewhat under prepared for the performance.</li> <li>• demonstrating minimal rehearsal preparation</li> <li>• demonstrating a minimal response to direction/choreography</li> <li>• presenting a minimal account of receiving and recording blocking; annotating scripts/choreographic notation/scores</li> <li>• providing a minimal explanation of refining the rehearsal process</li> <li>• displaying minimal consideration of observing appropriate health and safety requirements.</li> </ul>
<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>	

Drama Option		
<b>Task 4</b>	<p><i>Perform/present your chosen piece(s) to an audience.</i></p> <p><i>Candidates should show evidence of:</i></p> <ul style="list-style-type: none"> <li>• <i>accuracy</i></li> <li>• <i>coordination</i></li> <li>• <i>communication</i></li> <li>• <i>control</i></li> <li>• <i>dealing with mistakes; coping under pressure</i></li> <li>• <i>interpretation</i></li> <li>• <i>interpretation and development of character</i></li> <li>• <i>clarity of chosen acting style/genre.</i></li> <li>• <i>use of movement and gesture.</i></li> <li>• <i>use of voice</i></li> <li>• <i>response to text.</i></li> </ul>	<b>[20 Marks]</b>
<b>Band</b>	<b>AO2:</b> <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations.</i>	
<b>5</b>	<p><b>17-20 marks</b></p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of performance skills in drama by demonstrating highly effective:</p> <ul style="list-style-type: none"> <li>• accuracy throughout the performance</li> <li>• coordination throughout the performance</li> <li>• communication throughout the performance</li> <li>• control throughout the performance</li> <li>• methods of dealing with mistakes; coping very well under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• clarity of the chosen acting style/genre throughout the performance</li> <li>• use of movement and gesture throughout the performance.</li> <li>• use of voice throughout the performance.</li> <li>• response to text.</li> </ul>	
<b>4</b>	<p><b>13-16 marks</b></p> <p>The candidate has demonstrated a good application of knowledge and understanding of performance skills in drama by demonstrating effective:</p> <ul style="list-style-type: none"> <li>• accuracy during the performance</li> <li>• coordination during the performance</li> <li>• communication during the performance</li> <li>• control during the performance</li> <li>• methods of dealing with mistakes; coping well under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• clarity of the chosen acting style/genre during the performance</li> <li>• use of movement and gesture during the performance.</li> <li>• use of voice during the performance.</li> <li>• response to text.</li> </ul>	

3	<p style="text-align: center;"><b>9-12 marks</b></p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of performance skills in drama by demonstrating:</p> <ul style="list-style-type: none"> <li>• accuracy during some of the performance</li> <li>• coordination during some of the performance</li> <li>• communication during some of the performance</li> <li>• control during some of the performance</li> <li>• a method of dealing with mistakes; coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• clarity of the chosen acting style/genre during some of the performance</li> <li>• use of movement and gesture during some the performance.</li> <li>• use of voice during some of the performance.</li> <li>• response to text.</li> </ul>
2	<p style="text-align: center;"><b>5-8 marks</b></p> <p>The candidate has demonstrated a basic application of knowledge and understanding of performance skills in drama by demonstrating partial:</p> <ul style="list-style-type: none"> <li>• accuracy during the performance</li> <li>• coordination during the performance</li> <li>• communication during the performance</li> <li>• control during the performance</li> <li>• methods of dealing with mistakes; displaying some coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• clarity of the chosen acting style/genre during the performance</li> <li>• use of movement and gesture during the performance.</li> <li>• use of voice during the performance.</li> <li>• response to text.</li> </ul>
1	<p style="text-align: center;"><b>1-4 marks</b></p> <p>The candidate has demonstrated a limited application of knowledge and understanding of performance skills in drama by demonstrating minimal:</p> <ul style="list-style-type: none"> <li>• accuracy during some of the performance</li> <li>• coordination during some of the performance</li> <li>• communication during some of the performance</li> <li>• control during some the performance</li> <li>• methods of dealing with mistakes; displaying a lack of coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• clarity of the chosen acting style/genre during some of the performance</li> <li>• use of movement and gesture during some of the performance.</li> <li>• use of voice during the performance.</li> <li>• response to text.</li> </ul>
<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>	

Music Option		
<b>Task 4</b>	<p><i>Perform/present your chosen piece(s) to an audience.</i></p> <p><i>Candidates should show evidence of:</i></p> <ul style="list-style-type: none"> <li>• <i>accuracy</i></li> <li>• <i>coordination</i></li> <li>• <i>communication</i></li> <li>• <i>control</i></li> <li>• <i>dealing with mistakes; coping under pressure</i></li> <li>• <i>interpretation</i></li> <li>• <i>technical control</i></li> <li>• <i>rhythm and pitch</i></li> <li>• <i>dynamics and balance</i></li> <li>• <i>expression</i></li> <li>• <i>technical skills on chosen instrument or voice.</i></li> </ul>	<b>[20 Marks]</b>
<b>Band</b>	<b>AO2:</b> <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations.</i>	
<b>5</b>	<p style="text-align: center;"><b>17-20 marks</b></p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of performance skills in music by demonstrating highly effective:</p> <ul style="list-style-type: none"> <li>• accuracy throughout the performance</li> <li>• coordination throughout the performance</li> <li>• communication throughout the performance</li> <li>• control throughout the performance</li> <li>• methods of dealing with mistakes; coping very well under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control throughout the performance</li> <li>• rhythm and pitch throughout the performance</li> <li>• range of dynamics and balance throughout the performance</li> <li>• expression throughout the performance</li> <li>• technical skills on chosen instrument or voice.</li> </ul>	
<b>4</b>	<p style="text-align: center;"><b>13-16 marks</b></p> <p>The candidate has demonstrated a good application of knowledge and understanding of performance skills in music by demonstrating effective:</p> <ul style="list-style-type: none"> <li>• accuracy during the performance</li> <li>• coordination during the performance</li> <li>• communication during the performance</li> <li>• control during the performance</li> <li>• methods of dealing with mistakes; coping well under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control</li> <li>• rhythm and pitch during the performance</li> <li>• dynamics and balance during the performance</li> <li>• expression during the performance</li> <li>• technical skills on chosen instrument or voice.</li> </ul>	



3	<p style="text-align: center;"><b>9-12 marks</b></p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of performance skills in music by demonstrating:</p> <ul style="list-style-type: none"> <li>• accuracy during some of the performance</li> <li>• coordination during some of the performance</li> <li>• communication during some of the performance</li> <li>• control during some of the performance</li> <li>• a method of dealing with mistakes; coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control</li> <li>• rhythm and pitch during some of the performance</li> <li>• dynamics and balance during some of the performance</li> <li>• expression during some of the performance</li> <li>• technical skills on chosen instrument or voice.</li> </ul>
2	<p style="text-align: center;"><b>5-8 marks</b></p> <p>The candidate has demonstrated a basic application of knowledge and understanding of performance skills in music by demonstrating partial:</p> <ul style="list-style-type: none"> <li>• accuracy during the performance</li> <li>• coordination during the performance</li> <li>• communication during the performance</li> <li>• control during the performance</li> <li>• methods of dealing with mistakes; displaying some coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control</li> <li>• rhythm and pitch during the performance</li> <li>• dynamics and balance during the performance</li> <li>• expression during the performance</li> <li>• technical skills on chosen instrument or voice.</li> </ul>
1	<p style="text-align: center;"><b>1-4 marks</b></p> <p>The candidate has demonstrated a limited application of knowledge and understanding of performance skills in music by demonstrating minimal:</p> <ul style="list-style-type: none"> <li>• accuracy during some of the performance</li> <li>• coordination during some of the performance</li> <li>• communication during some of the performance</li> <li>• control during some of the performance</li> <li>• methods of dealing with mistakes; displaying a lack of coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control</li> <li>• rhythm and pitch during some of the performance</li> <li>• dynamics and balance during some of the performance</li> <li>• expression during some of the performance</li> <li>• technical skills on chosen instrument or voice.</li> </ul>
<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>	

Music Technology Option		
<b>Task 4</b>	<p><i>Perform/present your chosen piece(s) to an audience.</i></p> <p><i>Candidates should show evidence of:</i></p> <ul style="list-style-type: none"> <li>• <i>accuracy</i></li> <li>• <i>coordination</i></li> <li>• <i>communication</i></li> <li>• <i>control</i></li> <li>• <i>dealing with mistakes; coping under pressure</i></li> <li>• <i>interpretation</i></li> <li>• <i>technical control</i></li> <li>• <i>dynamics and balance</i></li> <li>• <i>effective use of chosen technology in performance: recorded and/or live.</i></li> <li>• <i>expression</i></li> <li>• <i>mixing and beat matching.</i></li> </ul>	<b>[20 Marks]</b>
<b>Band</b>	<b>AO2:</b> <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations.</i>	
<b>5</b>	<p style="text-align: center;"><b>17-20 marks</b></p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of performance skills in music technology by demonstrating highly effective:</p> <ul style="list-style-type: none"> <li>• accuracy throughout the performance/presentation</li> <li>• coordination throughout the performance/presentation</li> <li>• communication throughout the performance/presentation</li> <li>• control throughout the performance/presentation</li> <li>• methods of dealing with mistakes; coping very well under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control throughout the performance/presentation</li> <li>• range of dynamics and balance throughout the performance/presentation</li> <li>• use of chosen technology in performance/presentation: recorded and/or live.</li> <li>• expression throughout the performance/presentation</li> <li>• mixing and beat matching throughout the performance/presentation.</li> </ul>	
<b>4</b>	<p style="text-align: center;"><b>13-16 marks</b></p> <p>The candidate has demonstrated a good application of knowledge and understanding of performance skills in music technology by demonstrating effective:</p> <ul style="list-style-type: none"> <li>• accuracy during the performance/presentation</li> <li>• coordination during the performance/presentation</li> <li>• communication during the performance/presentation</li> <li>• control during the performance/presentation</li> <li>• methods of dealing with mistakes; coping well under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control</li> <li>• dynamics and balance during the performance/presentation</li> <li>• use of chosen technology in performance/presentation: recorded and/or live.</li> <li>• expression during the performance</li> <li>• mixing and beat matching during the performance/presentation.</li> </ul>	
<b>3</b>	<p style="text-align: center;"><b>9-12 marks</b></p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of performance skills in music technology by demonstrating:</p>	

	<ul style="list-style-type: none"> <li>• accuracy during some of the performance/presentation</li> <li>• coordination during some of the performance/presentation</li> <li>• communication during some of the performance/presentation</li> <li>• control during some of the performance/presentation</li> <li>• a method of dealing with mistakes; displaying some coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control</li> <li>• dynamics and balance during some of the performance/presentation</li> <li>• use of chosen technology in some of the performance/presentation: recorded and/or live.</li> <li>• expression during some of the performance/presentation</li> <li>• mixing and beat matching throughout the performance/presentation.</li> </ul>
2	<p style="text-align: center;"><b>5-8 marks</b></p> <p>The candidate has demonstrated a basic application of knowledge and understanding of performance skills in music technology by demonstrating partial:</p> <ul style="list-style-type: none"> <li>• accuracy during the performance/presentation</li> <li>• coordination during the performance/presentation</li> <li>• communication during the performance/presentation</li> <li>• control during the performance/presentation</li> <li>• methods of dealing with mistakes; displaying some coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control</li> <li>• dynamics and balance during the performance/presentation</li> <li>• use of chosen technology in performance/presentation: recorded and/or live.</li> <li>• expression during the performance/presentation</li> <li>• mixing and beat matching throughout the performance/presentation.</li> </ul>
1	<p style="text-align: center;"><b>1-4 marks</b></p> <p>The candidate has demonstrated a limited application of knowledge and understanding of performance skills in music technology by demonstrating minimal:</p> <ul style="list-style-type: none"> <li>• accuracy during some of the performance/presentation</li> <li>• coordination during some of the performance/presentation</li> <li>• communication during some of the performance/presentation</li> <li>• control during some of the performance/presentation</li> <li>• methods of dealing with mistakes; displaying a lack of coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• technical control</li> <li>• dynamics and balance during some of the performance/presentation</li> <li>• use of chosen technology in some of the performance/presentation: recorded and/or live.</li> <li>• expression during some of the performance</li> <li>• mixing and beat matching during some of the performance/presentation.</li> </ul>
<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>	

Musical Theatre Option		
<b>Task 4</b>	<p><i>Perform/present your chosen piece(s) to an audience.</i></p> <p><i>Candidates should show evidence of:</i></p> <ul style="list-style-type: none"> <li>• <i>accuracy</i></li> <li>• <i>coordination</i></li> <li>• <i>communication</i></li> <li>• <i>control</i></li> <li>• <i>dealing with mistakes; coping under pressure</i></li> <li>• <i>interpretation</i></li> <li>• <i>interpretation and development of character</i></li> <li>• <i>singing vocal technique; acting through song</i></li> <li>• <i>dancing: dance technique, application of style(s)</i></li> <li>• <i>acting movement, voice, character</i></li> <li>• <i>interconnection between the three disciplines.</i></li> </ul>	<i>[20 Marks]</i>
<p>Note: a response which only demonstrates one skill from the three disciplines of singing, dancing, and acting cannot be awarded higher than Band 3.</p>		
<b>Band</b>	<p><b>AO2:</b> <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations.</i></p>	
<b>5</b>	<p style="text-align: center;"><b>17-20 marks</b></p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of performance skills in musical theatre by demonstrating highly effective:</p> <ul style="list-style-type: none"> <li>• accuracy throughout the performance</li> <li>• coordination throughout the performance</li> <li>• communication throughout the performance</li> <li>• control throughout the performance</li> <li>• methods of dealing with mistakes; coping very well under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• skills in at least two of the following: <ul style="list-style-type: none"> <li>• use of vocal technique and acting through song throughout the performance.</li> <li>• dance technique and application of dance styles throughout the performance</li> <li>• movement, use of voice and use of character in acting throughout the performance.</li> </ul> </li> <li>• interconnection between the three disciplines.</li> </ul>	

4	<p style="text-align: center;"><b>13-16 marks</b></p> <p>The candidate has demonstrated a good application of knowledge and understanding of performance skills in musical theatre by demonstrating effective:</p> <ul style="list-style-type: none"> <li>• accuracy during the performance</li> <li>• coordination during the performance</li> <li>• communication during the performance</li> <li>• control during the performance</li> <li>• methods of dealing with mistakes; coping well under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• skills in at least two of the following:                             <ul style="list-style-type: none"> <li>• use of vocal technique and acting through song during the performance.</li> <li>• dance technique and application of dance styles during the performance</li> <li>• movement, use of voice and use of character in acting during the performance.</li> </ul> </li> <li>• interconnection between the three disciplines.</li> </ul>
3	<p style="text-align: center;"><b>9-12 marks</b></p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of performance skills in musical theatre by demonstrating:</p> <ul style="list-style-type: none"> <li>• accuracy during some of the performance</li> <li>• coordination during some of the performance</li> <li>• communication during some of the performance</li> <li>• control during some of the performance</li> <li>• a method of dealing with mistakes; displaying some coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• skills in at least one of the following:                             <ul style="list-style-type: none"> <li>• use of vocal technique and acting through song during some of the performance.</li> <li>• dance technique and application of dance styles during some of the performance</li> <li>• movement, use of voice and use of character in acting during some of the performance.</li> </ul> </li> <li>• interconnection between the disciplines.</li> </ul>
2	<p style="text-align: center;"><b>5-8 marks</b></p> <p>The candidate has demonstrated a basic application of knowledge and understanding of performance skills in musical theatre by demonstrating partial:</p> <ul style="list-style-type: none"> <li>• accuracy during the performance</li> <li>• coordination during the performance</li> <li>• communication during the performance</li> <li>• control during the performance</li> <li>• methods of dealing with mistakes; displaying some coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• skills in at least one of the following:                             <ul style="list-style-type: none"> <li>• use of vocal technique and acting through song during the performance.</li> <li>• dance technique and application of dance styles during the performance</li> <li>• movement, use of voice and use of character in acting during the performance.</li> </ul> </li> <li>• interconnection between the disciplines.</li> </ul>

1	<p style="text-align: center;"><b>1-4 marks</b></p> <p>The candidate has demonstrated a limited application of knowledge and understanding of performance skills in musical theatre by demonstrating minimal:</p> <ul style="list-style-type: none"> <li>• accuracy during some of the performance</li> <li>• coordination during some of the performance</li> <li>• communication during some of the performance</li> <li>• control during some of the performance</li> <li>• methods of dealing with mistakes; displaying a lack of coping under pressure.</li> <li>• interpretation of the piece(s)</li> <li>• interpretation and development of character</li> <li>• skills in at least one of the following: <ul style="list-style-type: none"> <li>• use of vocal technique and acting through song during some of the performance.</li> <li>• dance technique and application of dance styles during some of the performance</li> <li>• movement, use of voice and use of character in acting during some of the performance</li> </ul> </li> <li>• interconnection between the disciplines.</li> </ul>
<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>	

<b>Task 5</b>	<p><i>Evaluate the success of your performance including what you have learned from undertaking this work and how it will inform your future performances.</i></p> <p><i>Candidates should show evidence of:</i></p> <ul style="list-style-type: none"> <li><i>feedback from others</i></li> <li><i>whether the performance fulfilled its intentions</i></li> <li><i>strengths and areas for future development</i></li> <li><i>action planning and targets for future performances</i></li> <li><i>professional working practices, including appropriate health and safety.</i></li> </ul> <p><b>[15 Marks]</b></p>
<b>Band</b>	<b>AO3:</b> <i>Analyse and evaluate information, making reasoned judgements and presenting conclusions.</i>
<b>4</b>	<p><b>13-15 marks</b></p> <p>The candidate has demonstrated an excellent analysis and evaluation of the success of their performance by:</p> <ul style="list-style-type: none"> <li>undertaking a detailed and effective evaluation of feedback from others in an effective way</li> <li>presenting highly effective judgements on the success of the performance with relevant links between conclusions and evidence</li> <li>identifying a wide range of strengths and areas for future development</li> <li>creating a highly effective action plan for future performances</li> <li>making detailed and effective reference to professional working practices, including appropriate health and safety.</li> </ul>
<b>3</b>	<p><b>9-12 marks</b></p> <p>The candidate has demonstrated a good analysis and evaluation of the success of their performance by:</p> <ul style="list-style-type: none"> <li>undertaking an effective evaluation of feedback from others in a generally effective way</li> <li>presenting effective judgements on the success of the performance with relevant links between conclusions and evidence</li> <li>identifying a range of strengths and areas for future development</li> <li>creating an effective action plan for future performances</li> <li>making effective reference to professional working practices, including appropriate health and safety.</li> </ul>
<b>2</b>	<p><b>5-8 marks</b></p> <p>The candidate has demonstrated a basic analysis and evaluation of the success of their performance by:</p> <ul style="list-style-type: none"> <li>undertaking some evaluation of feedback from others but this may lack precision.</li> <li>presenting some judgements on the success of the performance with some use of evidence</li> <li>Identifying some strengths and areas for future development</li> <li>creating an action plan for future performances</li> <li>making some references to professional working practices, including appropriate health and safety.</li> </ul>

1	<p style="text-align: center;"><b>1-4 marks</b></p> <p>The candidate has demonstrated a limited analysis and evaluation of the success of their performance by:</p> <ul style="list-style-type: none"><li>• undertaking minimal evaluation of feedback from others which lacks precision.</li><li>• presenting minimal judgements on the success of the performance that are not supported.</li><li>• identifying few strengths and areas for future development</li><li>• creating a minimal action plan for future performances</li><li>• making minimal reference to professional working practices, including appropriate health and safety.</li></ul>
<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>	



## Mapping of questions to specification content and assessment objectives: Unit 1

Task	Specification content (focus)					Mark allocation			
	Topic and Section					Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	1.1		1.2	1.3					
	1.1.1	1.1.2	1.2.1	1.3.1	1.3.2				
1a	6					6	6	0	0
1b	5					5	0	0	5
2		4				4	4	0	0
3		10				10	0	10	0
4			20			20	0	20	0
5				15		15	0	0	15
Total section marks	11	14	20	15					
	Total marks					60	10	30	20



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