

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

## SPECIFICATION

For teaching from 2022  
For award from 2024

## Summary of Amendments

Version	Description	Page number

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## 1. Qualification Overview

Qualification Title	Performing Arts
DfE Qualification Type	Technical Award
Ofqual QN	603/7020/8
WJEC Qualification Code	
DfE Discount Code	
Age group approved for	14+
First teaching	September 2022
First certification	January 2024
Key documents	Sample Assessment Materials Administration Guide
Guidance for Teaching	Assessment Guide Delivery Guide Unit 1 Guidance for Teaching Unit 2 Guidance for Teaching Unit 3 Guidance for Teaching

## 1.1 Who is this for?

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e., acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Level 1/2 Vocational Awards (Technical Awards) are available in 9 subject areas. Subjects marked with an \* below meet Ofqual and DfE requirements for the KS4 performance table qualifications.

- Construction and the Built Environment
- Engineering
- Events
- Health and Social Care
- Hospitality and Catering
- ICT
- Performing Arts
- Retail Business
- Sport and Coaching Principles

## 1.2 Sector overview for WJEC Level 1/2 Vocational Awards in Performing Arts (Technical Awards)

The Arts Council (2018) has warned that ‘a decrease in the number of schools offering creative art and design courses, the decrease in the number of students studying these subjects and a lack of effective information, advice and guidance on careers in the creative and cultural sector are perceived to be threatening the development of the talent pipeline.’<sup>1</sup> The Society of London Theatre and UK Theatre Association (2017) have also emphasised that in a post-EU Britain it will be vital for the sector to build on its success with ‘home grown’ talent and continued partnerships to ensure we retain our world-leading reputation.<sup>2</sup>

In 2015 the music, performing and visual arts sector, was worth £5.4 billion a year to the UK economy. This represented a growth of almost 10% from 2012 to 2013. The 10% increase was three times that of the wider UK economy during the same period. The figures showed a 46% increase in the music and performing arts sector since 2008.<sup>3</sup> In 2018, 77,000 people were employed in performing arts. The number of employees in performing arts had increased from 59,000 in 2013.<sup>4</sup> This highlights the importance of qualifications in developing the performing arts skills of young people.

<sup>1</sup> <https://www.artscouncil.org.uk/sites/default/files/download-file/SkillsNeedsAssessment.pdf>

<sup>2</sup> <https://uktheatre.org/EasySiteWeb/GatewayLink.aspx?allid=549583>

<sup>3</sup> <https://www.thestage.co.uk/news/2015/performing-arts-contributes-5-4-billion-year-uk-economy/>

<sup>4</sup> <https://www.statista.com/statistics/384607/employment-in-performing-arts-in-the-united-kingdom-uk/>

### 1.3 Qualification objective

The Vocational Award in Performing Arts has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

### 1.4 Prior learning requirements

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently.

### 1.5 What will learners study?

This is a unitised qualification consisting of three mandatory units:

Unit	Title	Assessment	GLH
1	Performing	Internal	36
2	Creating	Internal	36
3	Performing Arts in Practice	External	48

## 2. Specification at a glance

### 2.1 Subject content

Unit 1 enables learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work.

This unit can be completed through any **one** of the following disciplines:

- Drama
- Music
- Music Technology
- Musical Theatre (page 9).

Unit 2 enables learners to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.

This unit can be completed through any **one** of the following disciplines from **either** performance or production:

#### Performance disciplines

- Devised drama
- Choreography
- Composition
- Composition using technology.

#### Production disciplines

- Costume design
- Lighting design
- Sound design
- Make-up and hair design
- Set design (page 14).

Unit 3 introduces learners to areas of the performing arts that need to be considered when responding to an industry commission (page 21).



## 2.2 Assessment Overview

Summary of Assessment	
Unit 1: Performing Controlled assessment: 10 hours 30% of qualification	60 marks
The assignment brief, which will include a scenario and several tasks, will be available via the WJEC Secure Website, and will remain the same for the lifetime of the specification.	
Unit 2: Creating Controlled assessment: 10 hours 30% of qualification	60 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.	
Unit 3: Performing Arts in Practice External controlled assessment: 20 hours 40% of qualification	80 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.	

## 2.3 Assessment Objectives

Below are the assessment objectives for this specification. Learners must:

### AO1

Demonstrate knowledge and understanding from across the specification.

### AO2

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

### AO3

Analyse and evaluate information, making reasoned judgements and presenting conclusions.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	Total
<b>Unit 1</b>	5%	15%	10%	30%
<b>Unit 2</b>	5%	15%	10%	30%
<b>Unit 3</b>	10%	20%	10%	40%
<b>Overall weighting</b>	20%	50%	30%	100%

## 3. Units

### 3.1 Unit format

<b>Unit title:</b>	Summarises, in a concise manner, the content of the unit.
<b>Guided learning hours (GLH):</b>	Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator. GLH has been allocated per unit to support delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, hours per unit are a recommendation only.
<b>Vocational context:</b>	Provides a vocational rationale for the content of the unit.
<b>Overview of unit:</b>	Provides a summary of the unit content. It sets the context of the unit and highlights the purpose of the learning in the unit.
<b>Topics:</b>	Includes the list of topics covered by the unit.
<b>Assessment:</b>	Summarises the assessment method for the unit.

### 3.2 Amplification

The amplification provided in the right-hand column uses the following four stems:

- ‘Learners should know’ has been used for the recall of facts such as: legislation and definitions.
- ‘Learners should know and understand’ has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding.
- ‘Learners should be aware of’ has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail.
- ‘Learners should be able to’ has been used when learners need to apply their knowledge to a scenario or practical situation.

The subject content is presented in three units, each sub-divided into clear and distinct topic areas. Within each topic area the knowledge, understanding and skills are set out with an initial overview and then in two columns. The left-hand column identifies the content to be studied. The right-hand column provides amplification of the knowledge, understanding and skills that learners should develop in this area. Together, these two columns give the full content of the specification. There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.

The amplification provided in the right-hand column includes all of the assessable content for the relevant section, unless it states, ‘*e.g.*’ or ‘*such as*’. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners’ needs and interests.

## Unit 1

Unit title	Performing
Unit entry code	
GLH	36
Vocational context	<p>Creatives reproduce work in a huge range of different disciplines, sometimes as revivals of plays or musicals, remixes of original songs and cover versions. They work with an existing piece of music, text or choreography and undertake a research and rehearsal process in order to reproduce the work to a professional standard.</p> <p>For example, a musician may produce a cover version of an existing song for a concert or gig, or a dancer may be expected to teach an existing choreography to a new cast member for a long running production. Whether reproducing an existing piece of text, music or choreography, a process is followed which will include research and rehearsal in order to develop the performance for an audience, then receiving feedback and reflecting on the completed piece, and further refining the performance in light of this.</p>
Overview of unit	<p>In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.</p> <p>This unit can be completed through any <b>one</b> of the following disciplines:</p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Music</li> <li>• Music Technology</li> <li>• Musical Theatre (candidates will be required to demonstrate their skills in at least two out of the three disciplines of singing, dancing and acting).</li> </ul>
Topics	<p>1.1 Research and rehearsal</p> <p>1.2 Performance</p> <p>1.3 Review and reflect</p>
Assessment	<p>This unit is internally assessed through controlled assessment.</p> <p><b>Duration:</b> Candidates will be required to perform existing work. This could be:</p> <ol style="list-style-type: none"> <li>1. One piece or a portfolio of pieces.</li> <li>2. Performed individually or in groups of up to 10. <ul style="list-style-type: none"> <li>• 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).</li> </ul> </li> </ol>

**Number of marks:** 60

**Format:** The assignment brief, which will include a scenario and several tasks, will remain the same for the lifetime of the specification and will be issued to centres in a Candidate Assessment pack via the WJEC Secure Website. Tasks are not intended to change for the lifetime of the qualification. If candidates chose to resit this unit at a later date, they must choose another original piece(s) of work to perform.

Candidates should submit a record/portfolio of work and recordings that outline progress at three stages:

- beginning of the process
- during the process
- the final performance.

This assessment contributes 30% to the overall qualification grade and will take 10 hours.

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). These activities need to happen outside of the assessment.

## 1.1 Research and rehearsal

In this topic learners will gain knowledge and understanding of:

1.1.1 Research

1.1.2 Rehearsal/preparation

Content	Amplification
<p>1.1.1 Research</p>	<p>Learners should be aware of a range of research required to understand the background to an existing piece such as:</p> <ul style="list-style-type: none"> <li>• the original author/composer/choreographer and their intentions for the piece</li> <li>• intended mood and style/genre</li> <li>• themes and ideas</li> <li>• performance space</li> <li>• purpose</li> <li>• the relationship between audience and the performer</li> <li>• original target audience</li> <li>• new target audience.</li> </ul> <p>For each of the above learners should be able to:</p> <ul style="list-style-type: none"> <li>• review their findings</li> <li>• consider how this will impact on their performance.</li> </ul> <p>This research should lead to a clear intention/plan for the performance.</p>
<p>1.1.2 Rehearsal/preparation</p>	<p>Learners should know and understand the methods used to plan and learn from rehearsals. This must include:</p> <ul style="list-style-type: none"> <li>• rehearsal schedule</li> <li>• the use of a reflective journal</li> <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>• different types of rehearsal (e.g., band call, sitzprobe, stagger through, technical run, dress rehearsal)</li> <li>• observing appropriate health and safety requirements.</li> </ul>

## 1.2 Performance

In this topic learners will gain knowledge and understanding of performance skills in their chosen area of specialism.

Content	Amplification
<p><b>1.2.1</b> Performance skills</p>	<p>Learners should be able to develop and present the following skills across all performances:</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>Individual skills required of candidates' chosen disciplines are outlined below:</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> <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:</b></p> <ul style="list-style-type: none"> <li>• interpretation and development of character</li> <li>• <b>Singing:</b> vocal technique; acting through song</li> <li>• <b>Dancing:</b> dance technique, application of style(s)</li> <li>• <b>Acting:</b> movement, voice, character</li> <li>• interconnection between the three disciplines.</li> </ul>
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### 1.3 Review and Reflect

In this topic learners will gain knowledge and understanding of:

1.3.1 Reviewing

1.3.2 Reflecting

Content	Amplification
1.3.1 Reviewing	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• respond to feedback (e.g., from audience, peers, teacher, other professionals)</li> <li>• review whether the performance fulfilled its intention.</li> </ul>
1.3.2 Reflecting	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• identify strengths and areas for future development</li> <li>• create action plans and targets for future performances</li> <li>• refer to professional working practices, including appropriate health and safety.</li> </ul>

## Unit 2

Unit title	Creating
Unit entry code	
GLH	36
Vocational context	<p>Creatives work in a huge range of different disciplines and environments, sometimes as individuals and sometimes as part of a team. They may work to a brief of their own design or create something to a commissioned brief from someone else.</p> <p>For example, a choreographer may produce a dance for a piece of theatre or a composer may be commissioned by a choral society to compose a piece for a particular event. Whether devising a new dramatic presentation, choreographing a dance or composing a piece of music, a process is followed which will include research and exploration of the style to ensure the piece/s meet the brief, conceiving and developing ideas to produce the piece, receiving feedback and reflecting on the completed piece, and further refining the piece in light of this.</p>
Overview of unit	<p>In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.</p> <p>This unit can be completed through any <b>one</b> of the following disciplines from <b>either</b> performance or production:</p> <p><b>Performance disciplines</b></p> <ul style="list-style-type: none"> <li>• Devised drama</li> <li>• Choreography</li> <li>• Composition</li> <li>• Composition using technology.</li> </ul> <p><b>Production disciplines</b></p> <ul style="list-style-type: none"> <li>• Costume design (for at least two characters)</li> <li>• Lighting design</li> <li>• Sound design</li> <li>• Make-up and hair design (for at least two characters)</li> <li>• Set design.</li> </ul>
Topics	<p>2.1 Explore and develop</p> <p>2.2 Applying knowledge and skills to create original work</p> <p>2.3 Review, reflect and refine.</p>



## Assessment

This unit is internally assessed through controlled assessment.

**Duration:** Candidates will be required to perform/present original work. This could be:

1. One piece or a portfolio of pieces.
2. Performed individually or in groups of up to 10.
  - Individuals can utilise others to perform in the piece if necessary, as unassessed participants.
  - Candidates can work as part of a group but each candidate will be assessed on their individual contribution, which must be clearly recorded in their development log.
  - Candidates who select from the performance category need to devise a piece between 3 and 10 minutes long.
  - Candidates who select from the production category need to present their ideas to an audience.

**Number of marks:** 60

**Format:** Candidates will undertake a series of set tasks that are to be applied to a prescribed context set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website.

Candidates should submit a record/portfolio of work and recordings that outline progress at three stages:

- beginning of the process
- development of product/performance
- performance/presentation.

This assessment contributes 30% to the overall qualification grade and will take 10 hours.

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). These activities need to happen outside of the assessment.

## 2.1 Explore and develop

In this topic learners will gain knowledge and understanding of:

2.1.1 Exploring

2.1.2 Developing

in response to a creative brief.

Content	Amplification
<p>2.1.1 Exploring</p>	<p>Learners should be aware of the following components to explore when responding to a creative brief, such as:</p> <ul style="list-style-type: none"> <li>• the intended purpose</li> <li>• the intended effect</li> <li>• the intended performance space/occasion</li> <li>• the intended audience</li> <li>• themes and ideas (e.g., consideration of social or historical factors)</li> <li>• the scale of the piece(s) (e.g., number of performers)</li> <li>• their own interests and previous experience</li> <li>• resources available (e.g., software, physical resources)</li> <li>• different styles and their demands</li> <li>• the work of at least two named practitioners.</li> </ul>
<p>2.1.2 Developing</p>	<p>For each chosen discipline, from <b>one</b> category, learners should be able to explore the following in developing their original piece:</p> <p><b>Performance Category</b></p> <ul style="list-style-type: none"> <li>• <b>Devised drama:</b> voice, movement, interaction; scripting, blocking, development through improvisation, narrative structure</li> <li>• <b>Choreography:</b> actions, space, dynamics, relationships, motif, narrative, unison, canon, question and answer, binary/ternary, phrasing</li> <li>• <b>Composition:</b> melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre, articulation, scores/lead sheets</li> <li>• <b>Composition using technology:</b> elements of music, effects, sampling, panning, sequencing, live and recorded sound; scores/lead sheets, recordings.</li> </ul> <p><b>Production category</b></p> <ul style="list-style-type: none"> <li>• <b>Costume design: consideration of character,</b> use of materials, period and style, shape, texture, colour, measuring performers, sourcing and hiring, sewing/assembling</li> <li>• <b>Lighting design:</b> 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</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Sound design:</b> 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</li> <li>• <b>Make-up and hair design:</b> character analysis, use of materials, use of tools, use of application techniques (e.g., highlights, shading, emphasis, sculpting, prosthetics), special effects, facial analysis, wig/hair design</li> <li>• <b>Set Design:</b> 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.</li> </ul>
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## 2.2 Applying knowledge and skills to create original work

In this topic learners will apply the knowledge, skills and techniques necessary to create individual pieces of performing arts work and produce one original piece or a portfolio of original pieces.

Content	Amplification
<p><b>2.2.1</b> Creating original work</p>	<p>Learners should be able to develop and present the following skills for their chosen discipline:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• creativity (including quality of original ideas)</li> <li>• development of ideas</li> <li>• appropriate health and safety.</li> </ul> <p>Individual skills required of candidates' chosen disciplines, that build on the knowledge of techniques and conventions in 2.1.2, are outlined below:</p> <p><b>Performance Disciplines</b></p> <p><b>Devised drama:</b></p> <ul style="list-style-type: none"> <li>• knowledge and use of devising processes</li> <li>• communication of character</li> <li>• use of movement and gesture</li> <li>• use of voice in relation to character</li> <li>• interaction with other performers (if relevant).</li> </ul> <p><b>Choreography:</b></p> <ul style="list-style-type: none"> <li>• knowledge and use of choreographic processes</li> <li>• interpretation/use of music</li> <li>• vocabulary of movement</li> <li>• control of body and spatial awareness</li> </ul>

- rhythm and timing
- interaction with other performers (if relevant).

**Composition:**

- knowledge and use of processes of composition
- consideration of the elements of music
- consideration of style
- knowledge and use of instrumental/vocal resources.

**Composition using technology:**

- 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.

**Production Disciplines**

**Costume design (for at least two characters):**

- 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.

**Lighting design:**

- 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.

**Sound design:**

- 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.

**Make-up and hair design (for at least two characters):**

- 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

## 2.3 Review, reflect and refine

In this topic learners will gain knowledge and understanding of:

2.3.1 Evaluating original work

2.3.2 Refining original work

Content	Amplification
<p>2.3.1 Evaluating original work</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• respond to feedback from professionals (e.g., the teacher, specialist designers)</li> <li>• respond to feedback from peers</li> <li>• respond to audience feedback</li> <li>• evaluate the success of the original piece(s) in terms of the brief created in 2.1</li> <li>• review their own skills and how these have been used and exemplified.</li> </ul>
<p>2.3.2 Refining original work</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• respond to the feedback and self-evaluation findings by explaining how work can be developed and justifying why particular feedback would not be acted on.</li> </ul>
	<ul style="list-style-type: none"> <li>• use of materials, consideration of character and style, shape, texture, colour.</li> </ul> <p><b>Set design:</b></p> <ul style="list-style-type: none"> <li>• knowledge and use of set design processes</li> <li>• series of drawings including details of scale, materials and measurements, etc. leading to the final design</li> <li>• a scale model of design (real or computer generated) including all key elements, furniture and major props</li> <li>• use of materials, consideration of script/production and style, shape, texture, colour.</li> </ul>

## Unit 3

Unit title	Performing Arts in Practice
Unit entry code	
GLH	48
Vocational context	<p>Creatives are given the opportunity to plan and create various pieces of work by responding to industry commissions. They will work to a brief commissioned by an arts organisation to plan a performance. In order for artists to be successful in securing paid commissions, they will need to have a good understanding of the business and management sector of the performing arts industry.</p> <p>For example, a producer may present a business pitch to an investor or funding body, or a musician may promote and advertise their music through social media, in order to fund future work. When working to a commission, a planning process is followed which will include considering the factors that might influence the creation of a new piece of work, utilising marketing tools to promote a new piece, then reviewing the progress of the commission and reflecting on the piece to inform future projects.</p>
Overview of unit	<p>This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.</p> <p>Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.</p>
Topics	<p>3.1 Planning performance work</p> <p>3.2 Promoting and pitching</p> <p>3.3 Evaluating and reflecting</p>
Assessment	<p>This unit is externally assessed through a controlled assessment.</p> <p><b>Duration:</b> 20 hours controlled assessment</p> <p><b>Number of marks:</b> 80</p> <p><b>Format:</b> Candidates will undertake a series of set tasks that are to be applied to a prescribed context set by WJEC and issued to centres in an assessment pack via the WJEC Secure Website. Individuals can utilise others as part of their practical examples if necessary, as unassessed participants.</p> <p>This assessment contributes 40% to the overall qualification grade.</p>

### 3.1 Planning performance work

In this topic learners will gain knowledge and understanding of:

3.1.1 Factors influencing the creation of performance work

3.1.2 Creating performance work

#### Content

#### Amplification

3.1.1

Factors influencing the creation of performance work

Learners should know and understand the need to consider:

- social, cultural, political and historical contexts
- mood and style/genre
- performance space/venue
- themes and ideas
- purpose
- target audience
- the work of practitioners who have created performance work
- different types of organisations that create performance work.

3.1.2

Creating performance work

Learners should be aware of:

- selecting appropriate performance disciplines
- selecting appropriate production disciplines
- the production process (planning, rehearsal and presentation)
- resources and materials
- budgeting
- production schedules
- job roles and responsibilities within organisations that create performance work.

### 3.2 Promoting and pitching

In this topic learners will gain knowledge and understanding of:

3.2.1 Promoting

3.2.2 Pitching

Content	Amplification
3.2.1 Promoting	Learners should know and understand: <ul style="list-style-type: none"> <li>• how events are advertised and marketed</li> <li>• the use of social media</li> <li>• a range of advertising tools (e.g., advertisements, billboards, flyers, posters and multi-media platforms)</li> <li>• a range of promotional activities (e.g., teaser campaigns, tv and radio interviews, flash mob events).</li> </ul>
3.2.2 Pitching	Learners should know and understand the importance of: <ul style="list-style-type: none"> <li>• presentation skills</li> <li>• clarity</li> <li>• communication</li> <li>• use of practical examples of performance/production disciplines (e.g., extracts of performance, production designs)</li> <li>• use of tone.</li> </ul>

### 3.3 Evaluating and reflecting

In this topic learners will gain knowledge and understanding of:

3.2.1 Evaluating the success of planning, promoting and pitching

3.2.2 Reflecting

Content	Amplification
3.3.1 Evaluating the success of planning, promoting and pitching	Learners should be able to: <ul style="list-style-type: none"> <li>• respond to feedback from a commissioning panel</li> <li>• evaluate the planning of the event</li> <li>• evaluate the promoting of the event</li> <li>• evaluate the pitching of the event</li> <li>• review their own skills and how these have been used and exemplified.</li> </ul>
3.3.2 Reflecting	Learners should be able to: <ul style="list-style-type: none"> <li>• identify strengths and areas for future personal development</li> <li>• identify actions and targets for future creative proposals.</li> </ul>



## 4. Assessment

### 4.1 Internal controlled assessment (Units 1 and 2)

Units 1 and 2 are assessed through internal controlled assessment and submitted for external moderation. Units 1 and 2 are available for submission in January and May each year (first submission in January 2023). Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

### 4.2 External controlled assessment (Unit 3)

*Unit 3: Performing Arts in Practice* will be externally assessed. Each year there will be two assessment windows. The first assessment window will be available between October and December for submission in January (first submission in January 2024). The second assessment window will be between April and June, for submission at the end of June. Details of the external assessment:

- WJEC provide a set assignment via the WJEC Secure website
- a 20 hour timed, supervised assessment
- the assessment may be taken in time blocks to be determined by the centre
- each assessment will cover all learning outcomes for the unit
- each external assessment will involve the candidate in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to a brief
- be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction\*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*
- supervision and timing of externally assessed units must be fully documented in accordance with WJEC requirements.

### 4.3 Synoptic assessment

Unit 3 is synoptic and requires learners to draw on knowledge and experience gained through Units 1 and 2 (see page 21 for further details).

#### 4.4 Candidate and assessor packs

Candidate and Assessor Assessment Packs are available on the secure website for centres to download. Candidates must not have access to the Candidate Packs until the start of the assessment which will be during the September of each academic year. Sample Assessment Materials are available on the [Eduqas.co.uk](https://www.eduqas.co.uk) website.

#### 4.5 Managing the assessments

Centres are required to manage and conduct internal assessments in line with the arrangements outlined in the Administration Guide. There are four areas that are controlled: supervision, guidance, resources and collaboration. Specific details for each unit can be found in the Sample Assessment Materials and the corresponding unit guide.

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## 5. Guided Learning Hours and Total Qualification Time

### 5.1 Guided Learning Hours

Guided learning hours (GLH) means activities such as classroom-based learning, tutorials and online learning, which are directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 120 hours.

Guided learning hours are allocated per unit to support centre planning and delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, guided learning hours per unit are a recommendation only.

### 5.2 Total Qualification Time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the guided learning hours (GLH) and additional time spent in preparation, study and some formative assessment activities.

The total qualification time for this qualification has been calculated as 180 hours. This includes:

- 120 hours of guided learning and/or supervised assessment
- 60 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

## 6. Entries

### 6.1 Centre approval

In order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

If your centre already offers general qualifications and has been issued with an NCN centre number, please read the WJEC Conditions for Registered Centres and contact us to request an application form.

If you are a new institution, please read the following documents before contacting us to discuss your prospective centre:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations
- WJEC Conditions for Registered Centres

If your centre wishes to submit entries and is not yet registered as a centre, please contact the Centre Support department at WJEC ([centres@Wjec.co.uk](mailto:centres@Wjec.co.uk)) for an application form. The completed form must be returned to WJEC no less than five months prior to the relevant entry deadline.

WJEC approved centres must adhere to the **General Conditions for WJEC Centres** and the appropriate **JCQ regulations**. All WJEC approved centres with a national centre number (NCN) must complete the **annual declaration sent by NCN**. Failure to do so will result in suspension of WJEC registration.

### 6.2 Entry procedure

WJEC Level 1/2 in Performing Arts will be available for certification from January 2024.

#### Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

### Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

### Entry Codes

		Entry Code
Unit 1	Internal assessment	
Unit 2	Internal assessment	
Unit 3	External assessment	
Cash in code		

## 7. Awarding, grading and reporting

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction\*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction\*, Level 1 Distinction, Level 1 Merit, Level 1 Pass. Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual units are recorded on a uniform mark scale (UMS) with the following grade equivalences:

Unit	Max	Level 2				Level 1			
		D*	D	M	P	D*	D	M	P
Unit 1	90	81	72	63	54	45	36	27	18
Unit 2	90	81	72	63	54	45	36	27	18
Unit 3	120	108	96	84	72	60	48	36	24
<b>Qualification</b>	300	270	240	210	180	150	120	90	60

## 8. Resit arrangements

### 8.1 Resitting units prior to certification

Candidates may resit each **internally** assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade. If candidates chose to resit Unit 1 – Performing, they must choose another original piece(s) of work to perform.

Candidates may resit the **externally** assessed unit, prior to certification; however, this qualification has a 40% terminal requirement which must be satisfied by the externally assessed unit. Therefore, only the uniform mark score from the attempt made in the series in which the candidate is cashing in the qualification will be used in calculating the final overall grade, even if this is lower than the previous attempt.

### 8.2 Resitting units following certification

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the externally assessed unit, only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt. The candidate does not need to resit the internally assessed unit as marks for the internally assessed unit may be carried forward for the lifetime of the specification.

Where the candidate resits the internally assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the externally assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

### 8.3 Post-results services

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts. Information on post-results services can be found on the Eduqas website.

## 9. Malpractice

Information regarding malpractice is available in our [Malpractice, A Guide for Centres](#) document.

All cases of suspected or actual malpractice must be reported to WJEC. If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

### 9.1 Preventing malpractice

Candidates must not:

- submit work which is not their own
- make available their work to other candidates through any medium
- allow other candidates to have access to their own independently sourced material
- assist other candidates to produce work
- use books, the internet or other sources without acknowledgement or attribution
- submit work that has been word processed by a third party without acknowledgement
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-malpractice>

Heads of centre and senior leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.