



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

SAMPLE ASSESSMENT
MATERIALS

UNIT 3

For teaching from 2022

For award from 2024

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**Unit 3: Performing Arts in Practice
Assignment
SAMPLE ASSESSMENT MATERIALS
20 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 is 20 hours. You cannot exceed this time. 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 you work independently from other candidates and make sure the work you produce is your own unaided work. However, you can utilise others as part of your practical examples if necessary, as unassessed participants.

Check your work carefully to make sure that it is accurate and correct 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 the you alone.

Performing Arts in Practice

Assignment Brief Summer 20xx

PERFORMANCE COMMISSIONS 2022

The Love of Literature Festival is being held this year to celebrate World Book Day and will fall on the 3rd March.

We strongly believe that theatre, music and dance can be powerful tools to celebrate literature, and therefore want to commission pieces that challenge, inspire and celebrate the way people feel about literature.

The Love of Literature Festival is looking to commission new original pieces of work in line with the theme of the festival. We are interested in work that is informative, inventive and challenging.

The commissioned performances should be 30-60 minutes in length.

Exclusions:

- shows that have already been toured
- shows that will be under 30 minutes in length
- shows that rely heavily on existing work.

Winning commissions receive:

- funding for their project
- video and photography of the final project
- marketing and promotional support.

In order to apply for funding for your event you will need to submit a creative proposal. The aim of the creative proposal is to explain what you want to accomplish by breaking down the things you need to achieve, your main goal and the theme of the festival.

You will need to provide information on the following areas:

- research you have undertaken to inform your proposal
- the proposal itself which outlines how your idea will celebrate literature
- some practical examples to illustrate aspects of your proposal
- what staffing/resources you will require to run your event.

We will review all submitted proposals to decide which projects will be awarded funding for this year.

Assignment Tasks

Unit content	Tasks:	Evidence Required	Time	Controls	AOs	Marks
3.1.1	1. Outline the factors that have influenced the creation of your proposed performance work.	<ul style="list-style-type: none"> Outline of the factors you have considered. 	2 hours	Supervision: Direct Guidance: Direct	AO1	10
3.1.2	2. Produce your plans and ideas for your proposed event. You should include: <ul style="list-style-type: none"> a brief introduction to the idea a fully developed proposal for the idea to be implemented which includes: <ul style="list-style-type: none"> synopsis of the performance appropriate use of performance disciplines (devised drama, choreography, composition, composition using technology) appropriate use of production disciplines (costume design, lighting design, sound design, make-up and hair design, set design). 	<ul style="list-style-type: none"> This should be appropriately presented e.g. in writing, using diagrams, audio-visually, digitally. 	2 hours	Resources: Permitted Collaboration: Not allowed	AO2	10

3.1.2	3.	<p>Outline the timeline, personnel and resources required for the implementation of your creative proposal.</p> <p>You should produce:</p> <ul style="list-style-type: none"> • a list of resources/materials required. • a list of personnel required. • a draft production schedule. • a draft budget. 	<ul style="list-style-type: none"> • Outline of timeline, personnel, and resources. 	1.5 hours		AO1	5
3.2.1	4.	<p>Outline how you could use marketing and public relations to promote your event.</p>	<ul style="list-style-type: none"> • Marketing and public relations report. 	1.5 hours		AO1	5
3.2.2	5.	<p>Produce practical examples from your proposed event connected to one or more disciplines listed in task 2:</p> <ul style="list-style-type: none"> • devised drama • choreography • composition • composition using technology. • costume design • lighting design • sound design • make-up and hair design • set design. <p>You can utilise others as part of your practical examples if necessary, as unassessed participants. However, they must not contribute any ideas or direction to your piece.</p>	<ul style="list-style-type: none"> • This should be appropriately presented e.g., in writing, using diagrams, audio-visually, digitally. 	8 hours		AO2	20

3.2.2	6.	<p>Produce and pitch your creative proposal, including your practical examples, to an audience and gain feedback.</p> <p>You should consider:</p> <ul style="list-style-type: none"> • your presentation skills (including clarity and use of tone) • communication of your intended event • use of performance and/or production examples to illustrate your intended event. 	<ul style="list-style-type: none"> • Recording of the pitch. 	2.5 hours		AO2	10
3.3.1 3.3.2	7.	<p>Evaluate the success of your creative proposal. Discuss what you have learnt from undertaking this work and how it will inform your future planning of events.</p> <p>You should consider:</p> <ul style="list-style-type: none"> • feedback from the commissioning panel • whether the proposal fulfilled the requirements of the commission • strengths and areas for future personal development • action planning and targets for future creative proposals. 	<ul style="list-style-type: none"> • Reflective piece. 	2.5 hours		AO3	20
Total Marks							80

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

There is one level of supervision throughout the Unit 3 Performing Arts assessment:

Direct supervision	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> • all candidates are within direct sight of the supervisor throughout the session(s) • display materials which might provide assistance are removed or covered. • there is no access to e-mail, the internet or mobile phones. • candidates complete their work independently. • interaction with other candidates does not occur. • no assistance of any description is provided. <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>Where direct supervision is specified, the centre must ensure that the JCQ No Mobile Phone poster and JCQ Warning to Candidates is displayed.</p>
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Guidance

Throughout the Unit 3 Performing Arts Controlled assessment there is direct control on guidance:

Category of Advice/Feedback:	Direct
Teachers can:	
Review candidates' work and provide oral and written advice at a general level to secure a functional outcome.	X
Evaluate progress to date and propose broad approaches for improvement.	X
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	X
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	X
Intervene personally to improve the presentation or content of work.	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 taken into account 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 3 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 any of the tasks in Unit 3 but can utilise others as part of their practical examples in tasks 5 and 6 if necessary, as unassessed participants.

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 20 hours. Candidates cannot exceed this time. In terms of time controls Unit 3 tasks feature specific timings.

Mark scheme

Guidance

Assessment grids for External Assessment Unit 3

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 in order 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.

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

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

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower level band 'Limited' is the simplest descriptor in terms of candidates' performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It's 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.

Task 1 Outline the factors that have influenced the creation of your proposed performance work. [10 Marks]

Candidates should 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.

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

<p>Task 2</p>	<p><i>Produce your plans and ideas for your proposed event.</i></p> <p><i>Candidates should show evidence of exploration of the following that are appropriate to their proposed event:</i></p> <ul style="list-style-type: none"> • <i>an appropriate introduction to the idea</i> • <i>an appropriate synopsis</i> • <i>appropriate selection of performance disciplines</i> • <i>appropriate selection of production disciplines.</i> 	<p>[10 Marks]</p>
<p>Band</p>	<p>AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i></p>	
<p>4</p>	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of creating performance work in response to an industry commissioned by:</p> <ul style="list-style-type: none"> • presenting a detailed and effective introduction to the idea that fully responds to the brief • producing a detailed and effective synopsis • demonstrating highly effective and appropriate selection of performance disciplines • demonstrating highly effective and appropriate selection of production disciplines. 	
<p>3</p>	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of creating performance work in response to an industry commissioned by:</p> <ul style="list-style-type: none"> • presenting a detailed introduction to the idea that responds to the brief • producing a detailed synopsis • demonstrating effective and appropriate selection of performance disciplines • demonstrating effective and appropriate selection of production disciplines. 	
<p>2</p>	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of creating performance work in response to an industry commissioned by:</p> <ul style="list-style-type: none"> • presenting an introduction to the idea that partially responds to the brief • producing a synopsis • demonstrating some appropriate selection of performance disciplines • demonstrating some appropriate selection of production disciplines. 	
<p>1</p>	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of creating performance work in response to an industry commissioned by:</p> <ul style="list-style-type: none"> • presenting a minimal introduction to the idea that has minimal relevance to the brief • producing a minimal synopsis • demonstrating minimal selection of performance disciplines • demonstrating minimal consideration or appropriate selection of production disciplines. 	
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>	

Task 3 Outline the timeline, personnel and resources required for the implementation of your creative proposal. [5 Marks]

Candidates should demonstrate their knowledge and understanding of:

- resources/materials
- job roles and responsibilities within organisations that create performance work
- the production process
- production schedule
- budgeting.

Band	AO1: Demonstrate knowledge and understanding from across the specification.
3	<p>5 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • a range of accurate knowledge of timelines, personnel and resources required for the creative proposal • developed understanding that shows relevance to the demands of the assignment brief • relevant evidence/examples • depth and range of evidence/examples used • precise use of terminology.
2	<p>3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • accurate knowledge of timelines, personnel and resources required for the creative proposal • understanding that shows relevance to the demands of the assignment brief • some appropriate evidence/examples • depth or range of evidence/examples used • generally precise use of terminology.
1	<p>1-2 mark</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some knowledge of timelines, personnel and resources required for the creative proposal • some understanding that is relevant to the demands of the assignment brief • few relevant evidence/examples • some use of appropriate terminology.
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Task 4	<p><i>Outline how you could use marketing and public relations to promote your event.</i></p> <p><i>Candidates should demonstrate their knowledge and understanding of:</i></p> <ul style="list-style-type: none"> • <i>how events are advertised and marketed</i> • <i>the use of social media</i> • <i>a range of advertising tools</i> • <i>a range of promotional activities.</i> 	[5 Marks]
Band	AO1: <i>Demonstrate knowledge and understanding from across the specification.</i>	
3	<p style="text-align: center;">5 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • a range of accurate knowledge of promoting performance arts events • developed understanding that shows relevance to the demands of the assignment brief • relevant evidence/examples • depth and range of evidence/examples used • precise use of terminology. 	
2	<p style="text-align: center;">3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • accurate knowledge of promoting performance arts events • understanding that shows relevance to the demands of the assignment brief • some appropriate evidence/examples • depth or range of evidence/examples used • generally precise use of terminology. 	
1	<p style="text-align: center;">1-2 mark</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some knowledge of promoting performance arts events • some understanding that is relevant to the demands of the assignment brief • few relevant evidence/examples • some use of appropriate terminology. 	
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>	

Task 5 Produce practical examples from your proposed event connected to one or more disciplines listed in task 2. [20 Marks]

Candidates should show evidence of practical examples connected to one or more of the following disciplines:

- devised drama
- choreography
- composition
- composition using technology
- costume design
- lighting design
- sound design
- make-up and hair design
- set design.

Candidates can utilise others as part of this work if necessary, as unassessed participants. However, they must not contribute any ideas or direction to the piece.

Band	AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of the skills used to develop practical examples for their proposed event by displaying highly effective:</p> <ul style="list-style-type: none"> • skills • communication • creativity <p>to create a highly effective product that is wholly suitable for the theme of the brief and intended purpose and has a near professional finish.</p>
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of the methods used to develop practical examples for their proposed event by displaying effective:</p> <ul style="list-style-type: none"> • skills • communication • creativity <p>to create an effective product that is clearly suitable for the theme of the brief and intended purpose.</p>
3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory application of knowledge and understanding of the methods used to develop practical examples for their proposed event by displaying appropriate:</p> <ul style="list-style-type: none"> • skills • communication • creativity <p>to create a product that is generally suitable for the theme of the brief and intended purpose.</p>

2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of the methods used to develop practical examples for their proposed event by displaying partial use of most of the following:</p> <ul style="list-style-type: none">• skills• communication• creativity <p>to create a product that is partially suitable for the theme of the brief and intended purpose.</p>
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of the methods used to develop practical examples for their proposed event by displaying minimal use of some of the following:</p> <ul style="list-style-type: none">• skills• communication• creativity <p>to create a minimal product.</p>
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

<p>Task 6</p>	<p><i>Produce and pitch your creative proposal, including your practical examples, to an audience and gain feedback.</i> [10 Marks]</p> <p><i>Candidates should show evidence of exploration of the following:</i></p> <ul style="list-style-type: none"> • <i>presentation skills</i> • <i>clarity</i> • <i>use of tone</i> • <i>communication</i> • <i>use of practical examples.</i>
<p>Band</p>	<p>AO2: <i>Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</i></p>
<p>4</p>	<p style="text-align: center;">9-10 marks</p> <p>The candidate has demonstrated an excellent application of knowledge and understanding of pitching their creative proposal by demonstrating highly effective:</p> <ul style="list-style-type: none"> • presentation skills throughout the pitch • clarity throughout the pitch • use of tone throughout the pitch • communication throughout the pitch • use of practical examples throughout the pitch.
<p>3</p>	<p style="text-align: center;">6-8 marks</p> <p>The candidate has demonstrated a good application of knowledge and understanding of pitching their creative proposal by demonstrating effective:</p> <ul style="list-style-type: none"> • presentation skills during the pitch • clarity during the pitch • use of tone during the pitch • communication during the pitch • use of practical examples during the pitch.
<p>2</p>	<p style="text-align: center;">3-5 marks</p> <p>The candidate has demonstrated a basic application of knowledge and understanding of pitching their creative proposal by demonstrating:</p> <ul style="list-style-type: none"> • presentation skills during some of the pitch • clarity during some of the pitch • use of tone during some of the pitch • communication during some of the pitch • use of practical examples during some of the pitch.
<p>1</p>	<p style="text-align: center;">1-2 marks</p> <p>The candidate has demonstrated a limited application of knowledge and understanding of pitching their creative proposal by demonstrating minimal:</p> <ul style="list-style-type: none"> • presentation skills during the pitch • clarity during the pitch • use of tone during the pitch • communication during the pitch • use of practical examples during the pitch.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Task 7 *Evaluate the success of your creative proposal. Discuss what you have learnt from undertaking this work and how it will inform your future planning of events.* [20 Marks]

Candidates should show evidence of:

- *feedback from the commissioning panel*
- *a review of whether their creative proposal fulfilled the requirements of the commission*
- *strengths and areas for future personal development*
- *action planning and targets for future creative proposals.*

Band	AO3: <i>Analyse and evaluate information, making reasoned judgements and presenting conclusions.</i>
5	<p style="text-align: center;">17-20 marks</p> <p>The candidate has demonstrated an excellent analysis and evaluation of the success of their creative proposal by:</p> <ul style="list-style-type: none"> • undertaking a detailed and effective evaluation of feedback from the commissioning panel • showing detailed and effective consideration of whether their creative proposal fulfilled the requirements of the commission • showing detailed and effective consideration of strengths and areas for future personal development • showing detailed and effective action planning and targets for future creative proposals • presenting perceptive and rational judgements on the success of the creative proposal with relevant links between conclusions and evidence.
4	<p style="text-align: center;">13-16 marks</p> <p>The candidate has demonstrated a good analysis and evaluation of the success of their creative proposal by:</p> <ul style="list-style-type: none"> • undertaking a detailed evaluation of feedback from the commissioning panel • showing detailed consideration of whether their creative proposal fulfilled the requirements of the commission • showing detailed consideration of strengths and areas for future personal development • showing detailed action planning and targets for future creative proposals • presenting rational judgements on the success of the creative proposal with relevant links between conclusions and evidence.
3	<p style="text-align: center;">9-12 marks</p> <p>The candidate has demonstrated a satisfactory analysis and evaluation of the success of their creative proposal by:</p> <ul style="list-style-type: none"> • undertaking an evaluation of feedback from the commissioning panel • showing consideration of whether their creative proposal fulfilled the requirements of the commission • showing consideration of strengths and areas for future personal development • showing action planning and targets for future creative proposals • presenting judgements on the success of the creative proposal with relevant links between conclusions and evidence.

2	<p style="text-align: center;">5-8 marks</p> <p>The candidate has demonstrated a basic analysis and evaluation of the success of their creative proposal by:</p> <ul style="list-style-type: none">• undertaking some evaluation of feedback from the commissioning panel but may lack precision• showing some consideration of whether their creative proposal fulfilled the requirements of the commission• showing some consideration of strengths and areas for future personal development• showing some action planning and targets for future creative proposals• presenting some judgements on the success of the creative proposal with some use of evidence.
1	<p style="text-align: center;">1-4 marks</p> <p>The candidate has demonstrated a limited analysis and evaluation of the success of their performance by:</p> <ul style="list-style-type: none">• undertaking minimal evaluation of feedback from the commissioning panel• showing minimal consideration of whether their creative proposal fulfilled the requirements of the commission• showing minimal consideration of strengths and areas for future personal development• showing minimal action planning and targets for future creative proposals• presenting minimal judgements on the success of the creative proposal that are not supported.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Mapping of questions to specification content and assessment objectives: Unit 3

Task	Specification content (main focus)						Mark allocation			
	Section						Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	3.1.1	3.1.2	3.2.1	3.2.2	3.3.1	3.3.2				
1	10						10	10		
2		10					10		10	
3		5					5	5		
4			5				5	5		
5				20			20		20	
6				10			10		10	
7						20	20			20
	10	15	5	30		20	80	20	40	20