



General Certificate of Secondary Education  
June 2012

**Performing Arts**

**48802/TN**

**Unit 2 Showcase Performance**

**Teachers' Notes**

**Confidential**

**To be given immediately to the teacher(s) responsible for  
GCSE Performing Arts**

**Open on receipt**

## About this unit

This unit is assessed through an externally set task in the form of a performance brief. The candidates will work as a production company. Candidates will demonstrate their ability in their chosen skills area by putting on a showcase under the supervision of the teacher acting as the commissioner of the brief. The teacher will have the final decision on the content but this should allow candidates to perform to their strengths. The showcase brief includes:

- a description of what has to be produced
- constraints which may limit what candidates are able to do, such as a limited budget or particular performance space
- the target audience which will have to be investigated before choosing material.

It is important that the candidates are fully prepared before undertaking the showcase brief. Candidates should have developed an awareness of how to:

- **plan** a response to a brief
- **research** venues and suitable materials, including the work of others
- **select** and **use** suitable materials from different sources
- **choose** and **develop** ideas, using relevant techniques, learning new methods where necessary to produce the final piece
- **present** the final piece to the highest possible standard
- **evaluate** the process of planning, preparation and skills development in the response to a brief.

## Assessment

This unit is internally assessed and moderated by AQA. The mark awarded to a candidate must be seen to reflect accurately the assessment marking criteria for the unit. A holistic view of the whole process should be taken into account when assessing the candidates. A good fluent performance should reflect good professional working habits.

Candidates should be made aware that information downloaded from the Internet is of value only if they use it to develop ideas. Direct imitation of a group's or of an individual performer's work is very limiting. Karaoke style singing should not be allowed. However, backing tracks are permissible. Candidates should be encouraged to take care to ensure that the selection of material is relevant to the brief.

It is not expected that the performances will be carried out at the locations investigated. However, the organisation and development must be carried out as if the performances were to take place at these locations. The performance, for example, could take place in the school hall and be carried out as if it were in the chosen location.

Candidates will demonstrate their level of skills development and professional conduct when selecting work for the Showcase. For each candidate entered for this examination, the teacher must record a mark for skills development and professional conduct on the record form provided by AQA.

## Time allocation and delivery

The time allocation is meant to be flexible and to take into account the size of the group and the timing of the school year. Teachers should be aware of the candidates' working styles and whether they require the full-time allocation or a shorter period.

The teacher will present the production brief to the candidates in the first production meeting at the beginning of the preparation, research and planning period. It is suggested that the preparation period for the research and planning should be carried out over a period of approximately 15 hours. This should include research into performance spaces available in education venues. Where possible, the completed performance should take place in front of the target audience at a suitable venue. The target audience must also be considered. The individual responsibilities of the candidate during this time should be recorded as part of the portfolio evidence.

The examination period will be from 1 February to 31 May.

The rehearsal and preparation period (including dress and technical runs) is to take approximately 30 hours, depending on the size of the group.

Both solo and group presentations are acceptable. As a guide, solo presentations should be 4 to 10 minutes long and group presentations in the range of 10 to 30 minutes.

The evaluations for all candidates must be marked prior to the moderation session and be made available for the moderator at the time of the visit. These must reflect the contribution to *Planning*, *Preparation* and *Skills Development*, not the performance itself.

It is important that the candidates are fully prepared before undertaking the brief. Candidates should have developed an awareness of how to:

- **plan** a response to the brief
- **research** venues and suitable materials, including the work of others
- **select** and **use** suitable materials from different sources
- **choose** and **develop** ideas, using relevant techniques or learning new methods where necessary to produce the final piece
- **present** the final piece to the highest possible standard
- **evaluate** the response to the brief.

For further guidance on this unit, refer to section 3.2 of the specification and the assessment marking criteria.

**The following sections are reproduced from the Preliminary Material**

**Introduction**

**All work carried out for the Showcase Performance should be included in your Unit 1 portfolio.**

Your group will be in role as a production company. You will need a suitable company name.

Your company will produce a showcase in response to the production brief. The length and content of the performance will be suitable for all members of the group to demonstrate their skills. This includes performers, technical and stage management crew, set and costume designers and the production team required to carry out your showcase.

You must show that you can work as a member of a team and that you know and understand the various roles and responsibilities required.

You should be aware of all the performance, technical, design, stage management and production elements that go into a showcase production and how your contribution fits in.

You should be looking for ways to improve your skills and techniques: for example, by seeing how professionals and others work in performing arts.

You should take account of the constraints identified in the brief and you must ensure that all work produced for inclusion in the final performance is appropriate to the needs of the brief.

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## What you have to do

Hold a production meeting to read the brief and to discuss the most appropriate approaches to it.

Carry out individual research into sources of material for your own contribution, paying particular attention to the constraints and considerations of the brief.

Further production meetings will allow you to present to the commissioner (the teacher in role) the ideas for your contribution. Your production company, led by the commissioner, must then assess the suitability of the ideas or suggestions. The commissioner's final choice will form the basis of the Showcase.

Your company will need to consider the roles and responsibilities needed for the project. You must work appropriately on your chosen skill to ensure that you are ready for the Showcase which will be performed in front of your teacher and an audience.

During the preparation period, you will work appropriately on developing your skills and on carrying out the relevant tasks for the Showcase. You should be aware at all times of the standard of your work and what you can do to improve it: for example, research and experiment with an appropriate range of techniques, media or materials to help improve and develop your skills.

Keep records of your working practices and progress. These records will form the basis of your evaluation of your contribution to the planning, preparation and skills development, which you will present on one side of A2, **or** two sides of A3, **or** four sides of A4.

There are **three** phases in the development of the Showcase that must be linked together to produce the final performance. They are:

- **planning** and **research**, including looking at other people's work and your own preparation and developmental work to meet the brief
- **performance** of the Showcase, including the setting up and striking of the performance area
- **evaluation** of your contribution to planning, preparation and skills development.

Your teacher will observe your working habits and practices and will give you a mark out of 15 for skills development and professional conduct.

In addition to your evaluation, you will include **three** observations of your working practices by people with whom you have worked.

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## The Showcase Brief

### **Schools' Celebration**

The local Education Authority has invited your company to perform as part of a schools' celebration of the performing arts.

The theme is 'Send in the Clowns', and the content must be suitable for Key Stage 3 pupils and their parents.

Your Showcase may include any performing arts discipline suitable for the theme of 'Send in the Clowns'.

The performances will take place in education venues. You will be responsible for performance, technical, design, front of house, marketing and publicity elements as required for the Showcase.

We look forward to your contribution.

### **It is expected that:**

- you will research a range of ideas suitable for your chosen target audience
- you will explore different performance styles and genres, suitable for the theme and target audience
- you will choose a suitable venue
- you will use set and costume where appropriate
- you will consider the technical equipment necessary for performing in the chosen venue
- stage management and crew will run the performance
- front of house personnel will be responsible for customer care
- suitable marketing and publicity material will be produced.

The size of the performance area, stage or platform will depend on the venue chosen.

You must consider health and safety at all times.

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## Individual Briefs

### 1 Performer

You will research and select the most appropriate material for inclusion in the Showcase.

You will choose suitable methods of rehearsal to improve your techniques and to allow your skills to be shown at their best.

You will be aware of the reasons for the choice of materials and the running order.

You will take responsibility for your personal equipment, props and costumes.

Performing for the general public has potential problems, so these should be identified and prepared for.

You must comply with relevant health and safety practices.

### 2 Designer

You will prepare designs for the set, **or** props, **or** costumes, **or** other aspects necessary for the Showcase performance in the chosen venue.

The theme of the Showcase should be researched and appropriate responses produced. If there is more than one designer, there should be collaboration on an overall approach.

A series of design sheets will be produced, **one** of which must be realised and used for the performance.

You will take into account the needs of the whole performance and any constraints presented by the chosen venue.

You must comply with relevant health and safety practices.

### 3 Technician

You will be aware of the demands of the Showcase and the range of equipment required to support the performers.

When lighting or sound rigs are portable, the equipment must be chosen and prepared carefully to fulfil the necessary health and safety regulations. You can choose to be responsible for **either** lighting **or** sound.

A series of diagrams to show how to stow and rig the equipment must be produced as well as cue sheets. Another crew member should be able to follow these in case an emergency arises.

You should be able to identify potential problems and prepare contingency plans.

You must comply with relevant health and safety practices.

**4 Stage Manager**

You will be aware of all the elements involved in running the Showcase.

You will prepare the prompt copy, cue sheets or other documents relating to your tasks.

You will attend rehearsals and production meetings to find out exactly what is required.

You will manage the props where appropriate.

You will know where and when set changes are needed and manage them efficiently.

You must comply with and enforce health and safety regulations and identify potential problems.

**5 Front of House**

You will liaise with the team and be aware of the demands of the Showcase in relation to the audience and the chosen venue.

You will produce a risk assessment for the venue and organise seating.

You will work to a suitable code of dress and behaviour.

You will liaise with the marketing and publicity personnel and organise the box office, keeping clear accounts.

You should prepare a budget and organise catering and hospitality where necessary.

You must comply with and enforce health and safety regulations.

**6 Marketing and Publicity**

You will liaise with the team to produce a range of images suitable for publicity materials.

You will draw up a marketing and publicity budget.

You will produce posters, flyers, tickets and a programme for the performance.

You will organise photo shoots and other publicity activities suitable for the target audience.

You will liaise with front of house personnel on sales and keep clear accounts.

You must comply with relevant health and safety practices.



## Assessment requirements GCSE Performing Arts Unit 2: Showcase Performance

Candidates should respond to the externally set brief. They should produce:

- the final piece of work, suitably presented
- three** observations of their working practices by people with whom they have worked
- an evaluation of their contribution to planning, preparation and skills development, presented on one side of A2, **or** two sides of A3, **or** four sides of A4.

Assessment marking criteria	Mark band 1 (13–15 marks)	Mark band 2 (10–12 marks)	Mark band 3 (7–9 marks)	Mark band 4 (4–6 marks)	Mark band 5 (1–3 marks)	0 marks
<b>Skills development and professional conduct</b>  Max mark: 15	Candidates thoroughly agree their skills for the Showcase at an effective level.  They take on roles and responsibilities in planning and research at an excellent level.  They thoroughly follow work-related rehearsal methods and take direction at an effective level.  Thorough co-operation with the group is evident.	Candidates agree their skills for the Showcase at a good level.  They take on roles and responsibilities in planning and research at an effective level.  They follow work-related rehearsal methods and take direction at an appropriate level.  Good co-operation with the group is evident.	Candidates agree their skills for the Showcase at a reasonable level.  They take on roles and responsibilities in planning and research at a reasonable level.  They follow work-related rehearsal methods and take direction at a reasonable level.  Reasonable co-operation with the group is evident.	Candidates agree their skills for the Showcase at a limited level.  They take on roles and responsibilities in planning and research at a limited level.  They follow work-related rehearsal methods and take direction at a limited level.  Limited co-operation with the group is evident.	Candidates agree their skills for the showcase at a basic level.  They take on roles and responsibilities in planning and research at a basic level.  They follow work-related rehearsal methods and take direction at a basic level.  Basic co-operation with the group is evident.	Work not worthy of any credit

Assessment marking criteria	Mark band 1 (25–30 marks)	Mark band 2 (19–24 marks)	Mark band 3 (13–18 marks)	Mark band 4 (7–12 marks)	Mark band 5 (1–6 marks)	0 marks
<b>Final Performance/ designs</b> Max mark: 30	<p>Candidates show a thorough ability to apply skills and techniques consistently and effectively during the performance.</p> <p>The work is rehearsed and creatively developed and shows excellent expression and control.</p> <p>Roles and responsibilities are carried out thoroughly and efficiently during the performance.</p>	<p>Candidates show a good ability to apply skills and techniques consistently during the performance.</p> <p>The work is rehearsed and developed and shows good expression and control.</p> <p>Roles and responsibilities are carried out effectively during the performance.</p>	<p>Candidates show a reasonable ability to apply skills and techniques during the performance.</p> <p>The work is rehearsed and developed and shows reasonable expression and control.</p> <p>Roles and responsibilities are carried out at a reasonable level during the performance.</p>	<p>Candidates show a limited ability to apply skills and techniques during the performance.</p> <p>The work is rehearsed and shows limited expression and control.</p> <p>Roles and responsibilities are carried out at a limited level during the performance.</p>	<p>Candidates show a basic ability to apply skills and techniques during the performance.</p> <p>The work is rehearsed and shows a basic level of skill.</p> <p>Roles and responsibilities are carried out at a basic level during the performance.</p>	Work not worthy of any credit.
	<p>An excellent level of communication with the group is evident.</p> <p>There is a thorough understanding of communication with the audience.</p>	<p>A good level of communication with the group is evident.</p> <p>There is a good understanding of communication with the audience.</p>	<p>A reasonable level of communication with the group is evident.</p> <p>There is a reasonable understanding of communication with the audience.</p>	<p>A limited level of communication with the group is evident.</p> <p>There is a limited understanding of communication with the audience.</p>	<p>A basic level of communication with the group is evident.</p> <p>There is a basic understanding of communication with the audience.</p>	
<b>Assessment marking criteria</b> <b>Evaluation of own work</b> Max mark: 15	<p><b>Mark band 1</b> (13–15 marks)</p> <p>Candidates offer a thorough evaluation of their contribution to planning and research.</p> <p>Candidates offer a thorough critical evaluation of their skills development using work-related language.</p>	<p><b>Mark band 2</b> (10–12 marks)</p> <p>Candidates offer a good evaluation of their contribution to planning and research.</p> <p>Candidates offer a good critical evaluation of their skills development using work-related language.</p>	<p><b>Mark band 3</b> (7–9 marks)</p> <p>Candidates offer a reasonable evaluation of their contribution to planning and research.</p> <p>Candidates offer a reasonable critical evaluation of their skills development using work-related language.</p>	<p><b>Mark band 4</b> (4–6 marks)</p> <p>Candidates offer a limited evaluation of their contribution to planning and research.</p> <p>Candidates offer a limited critical evaluation of their skills development using work-related language.</p>	<p><b>Mark band 5</b> (1–3 marks)</p> <p>Candidates offer a basic evaluation of their contribution to planning and research.</p> <p>Candidates offer a basic evaluation of their skills development using work-related language.</p>	Work not worthy of any credit.

## END OF TEACHERS' NOTES

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