



Level 1/2 Technical Award

Performing Arts

PER3-Unit 3 The Performing Arts Experience
Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A : Understanding the Performing Arts Industry

Question number	Answer
01	C
02	D
03	C

**1 mark each (total = 3 marks)
(3 xAO1)**

Qu	Marking Guidance	Total marks
04	State two different ways a production company could advertise their performance.	2
	<p>Marks for this question: AO1 = 2 marks</p> <p>One mark each for any of the suggestions below:</p> <ul style="list-style-type: none"> • posters/ leaflets/ flyers • tv & radio ads • billboards • taxis & buses • merchandise • website • email • text • social media <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>	

Qu	Marking Guidance	Total marks
05.1	Who do you think the target audience is for this show?	1
	<p>Marks for this question: AO3 = 1 mark</p> <p>One mark for any valid target audience stated including:</p> <ul style="list-style-type: none"> • children • families • whole community <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>	
05.2	Give two improvements you would make to the poster in Figure 1 .	2
	<p>Marks for this question: AO3 = 2 marks</p> <p>any two from:</p> <ul style="list-style-type: none"> • price • time • venue • contact details • dates • improving presentation – e.g. colour, images, font size <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>	
05.3	Using notes and sketches, describe one other way you could advertise or market this performance.	
	<p>Marks for this question: AO1 = 3 marks</p> <p>One mark choosing a suitable marketing strategy eg:</p> <ul style="list-style-type: none"> • banner / bus / taxi • merchandise / keyring / t-shirt / bag / mug / pen • flyer • media / social media advert • performance / flashmob <p>Two marks for appropriate detail eg:</p> <ul style="list-style-type: none"> • merchandise / keyring / t-shirt / bag / mug / pen using images from the posters • flashmob site specific performance using circus skills or a script from performance • script for social media advert raising awareness of performance <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p>

Qu	Marking Guidance	Total marks															
06	Choose an organisation you are familiar with and analyse the success of their programming for a season.	5															
<p>Marks for this question: AO3 = 5 marks</p> <table border="1" data-bbox="217 573 1307 1111"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>There will be a clear level of understanding of the organisation studied. All answers given will be supported by a detailed explanation and personal response providing strong reasons for the answer.</td> <td>4-5</td> </tr> <tr> <td>2</td> <td>There is some knowledge and understanding of the organisation studied. Answers given are supported with an explanation and at times, personal response providing reasons for the answer.</td> <td>2-3</td> </tr> <tr> <td>1</td> <td>There is basic level of understanding of the organisation studied. There is an attempt at explanation.</td> <td>1</td> </tr> <tr> <td>0</td> <td>No response worthy of credit.</td> <td>0</td> </tr> </tbody> </table> <p>Indicative content</p> <ul style="list-style-type: none"> • Range of performances offered • Target audience aimed at • Length of run • Family shows at specific periods • Rental to local amateur companies • Price range of tickets • Touring productions • In house productions • Receiving house <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>			Level	Description	Marks	3	There will be a clear level of understanding of the organisation studied. All answers given will be supported by a detailed explanation and personal response providing strong reasons for the answer.	4-5	2	There is some knowledge and understanding of the organisation studied. Answers given are supported with an explanation and at times, personal response providing reasons for the answer.	2-3	1	There is basic level of understanding of the organisation studied. There is an attempt at explanation.	1	0	No response worthy of credit.	0
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07	In the space below, design a poster and a ticket for a production you have been involved with. Make sure you include all the essential information that a prospective audience member would need.	6															
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	<p>Marks for this question: AO1 = 6 marks</p> <p>One mark for each marketing strategy shown.</p> <p>Poster</p> <ul style="list-style-type: none"> • Clearly laid out design • Company name • Title of performance • Venue • Date • Time • Price • Box office information • Quotes • Tag line • Amateur rights information <p>Ticket</p> <ul style="list-style-type: none"> • Seat number • Performance • Date • Time • Venue • Price • Adult or child or concession <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate. max 4 marks if only poster or ticket drawn</p>																

Section B : Working in the Performing Arts Industry

Question number	Answer
08	D
09	B
10	C

1 mark each (total = 3 marks)
(3 xAO1)

Qu	Marking Guidance	Total marks
11	<p>You have been invited to run a new community venue in your local area. It will seat up to 200 people in different staging formats and has a full lighting rig.</p> <p>Which role would you choose from performance or production and what would your responsibilities be?</p>	3
	<p>Marks for this question: AO1 = 3 marks</p> <p>One mark will be given for any suggestion, with responsibility from the Performance or Production disciplines list.</p> <p>For example: Actor: Attending rehearsals, learning lines, performing as a character, communicating to an audience, perform</p> <p>Lighting technician: Liaise with the director/lighting engineer for lighting requirements, design a lighting plot, assemble, rig and plot the lights, control the lighting desk.</p> <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>	

Qu	Marking Guidance	Total marks												
12	<p>As part of the company, you have been given the opportunity to contribute your ideas for the staging of this scene.</p> <p>Using notes and sketches, design a set for this scene and show how you would make it visually exciting for the audience.</p>	4												
<p>Marks for this question: AO1 = 4 marks</p> <table border="1" data-bbox="217 640 1307 1120"> <thead> <tr> <th data-bbox="217 640 357 701">Level</th> <th data-bbox="357 640 1169 701">Description</th> <th data-bbox="1169 640 1307 701">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="217 701 357 931">2</td> <td data-bbox="357 701 1169 931"> <p>There will be a clear understanding of the performance style/genre. The set will be imaginative in design and possibly consider more than one medium: 2D/3D/Projection, lighting.</p> <p>Staging and its expected impact on the audience will be clearly explained.</p> </td> <td data-bbox="1169 701 1307 931">3–4</td> </tr> <tr> <td data-bbox="217 931 357 1055">1</td> <td data-bbox="357 931 1169 1055"> <p>Reference will be made to the performance style/genre. The set will include some references to the prose. The audience may be referred to.</p> </td> <td data-bbox="1169 931 1307 1055">1–2</td> </tr> <tr> <td data-bbox="217 1055 357 1120">0</td> <td data-bbox="357 1055 1169 1120">No response worthy of credit.</td> <td data-bbox="1169 1055 1307 1120">0</td> </tr> </tbody> </table>		Level	Description	Marks	2	<p>There will be a clear understanding of the performance style/genre. The set will be imaginative in design and possibly consider more than one medium: 2D/3D/Projection, lighting.</p> <p>Staging and its expected impact on the audience will be clearly explained.</p>	3–4	1	<p>Reference will be made to the performance style/genre. The set will include some references to the prose. The audience may be referred to.</p>	1–2	0	No response worthy of credit.	0	
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13	Having designed your set, complete a risk assessment for the scene by filling in the Table 1 .	4																					
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Qu	Marking Guidance	Total marks															
14	<p>Choose one of the following to show what happens next in the performance:</p> <ul style="list-style-type: none"> • write a script to tell the development of the story / narrative • draw a storyboard to show the development of the story • show choreographic ideas to demonstrate the development of the story. <p>You should include stage directions and technical language where appropriate in your response.</p>	6															
<p>Marks for this question: AO1 = 6 marks</p> <table border="1" data-bbox="217 792 1246 1597"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>There is a clear development of the story showing a thorough understanding of style and conventions, with a clear intention that demands the audience's attention. Stage directions/notes are included and effectively describe any movement/other action. Technical vocabulary is used throughout.</td> <td>5–6</td> </tr> <tr> <td>2</td> <td>There is a clear development of the story showing a good understanding of style and conventions which engages the audience. Stage directions and notes are included and describe movement/other action well. There is a good use of technical language.</td> <td>3–4</td> </tr> <tr> <td>1</td> <td>The storyline is developed and there is some understanding of style and conventions. Stage directions and notes are included and there is some technical language.</td> <td>1–2</td> </tr> <tr> <td>0</td> <td>No response worthy of credit.</td> <td>0</td> </tr> </tbody> </table> <p>Indicative content</p> <ul style="list-style-type: none"> • There is a thorough understanding of the style and conventions • The developing narrative has a clear intention and is written with the application dramatic style/structure. • It will demand audience attention. • Technical vocabulary is accurately used • Stage directions and notes are clearly written 			Level	Description	Marks	3	There is a clear development of the story showing a thorough understanding of style and conventions, with a clear intention that demands the audience's attention. Stage directions/notes are included and effectively describe any movement/other action. Technical vocabulary is used throughout.	5–6	2	There is a clear development of the story showing a good understanding of style and conventions which engages the audience. Stage directions and notes are included and describe movement/other action well. There is a good use of technical language.	3–4	1	The storyline is developed and there is some understanding of style and conventions. Stage directions and notes are included and there is some technical language.	1–2	0	No response worthy of credit.	0
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Qu	Marking Guidance	Total marks
15	<p>Think about how lighting and sound could enhance your scene from Question 14.</p> <p>In Table 2, describe the lighting and sound you could use and say how it will add to the atmosphere of the performance.</p>	6
	<p>Marks for this question: AO3 = 6 marks</p> <ul style="list-style-type: none"> • All the design/technical elements would be covered • Clear description of how the elements would be employed within the performance making reference to other elements of the production such as acting • There might be an understanding of the use of colour and the levels at which light is used on stage. Examples might be the way in which light reacts to the set in casting shadows, creating shafts of light for dramatic effect, back lighting of a character to intensify an entrance and the use of “Gobos” and projections to create locations • Where sound is considered, the different levels and type of sounds to be used should be clear • The reasons for the use of music or a sound effect in a scene • There should be some understanding of how light and sound work together with other production elements to create atmosphere and mood and how these can enhance a performance <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>	

Section C : Working to a brief**Total for this section: 32 marks**

Question number	Answer
16	C
17	D
18	C

1 mark each (total = 3 marks)
(3 xAO1)

Qu	Marking Guidance	Total marks
19	<p>Choose a performance that you have seen recently. It could be at the theatre, the cinema, a DVD, a festival, a gig or any other.</p> <p>State three aspects of this performance that made it interesting.</p>	3
	<p>Marks for this question: AO3 = 3 marks</p> <p>One mark each for any of the suggestions below:</p> <ul style="list-style-type: none"> • The choice of performers • The setting • The staging • The choreography • The costumes • The Set • The communication to the target audience • The effects used • Use of specific technical devices <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>	

Qu	Marking Guidance	Total marks												
20	Write a short review of the performance you saw for your local newspaper.	3												
<p>Marks for this question: AO3 = 3 marks</p> <table border="1" data-bbox="217 517 1305 824"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>A detailed review of performance in an appropriate format, with clear reference to examples and supported judgements</td> <td>2–3</td> </tr> <tr> <td>1</td> <td>Relevant point(s) made, but lacking in detail and judgements are not clearly supported</td> <td>1</td> </tr> <tr> <td>0</td> <td>No response worthy of credit.</td> <td>0</td> </tr> </tbody> </table> <p>Indicative content</p> <ul data-bbox="217 936 1284 1137" style="list-style-type: none"> • Personal opinion is made clear as to why the reviewer is encouraging people to attend the performance • Personal interpretation of the performance • Personal appreciation – highlighting specifics • Clear and engaging writing to bring the performance to an audience’s attention • Use of technical language 			Level	Description	Marks	2	A detailed review of performance in an appropriate format, with clear reference to examples and supported judgements	2–3	1	Relevant point(s) made, but lacking in detail and judgements are not clearly supported	1	0	No response worthy of credit.	0
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21	Give two ways in which you have been influenced by any performance you have watched and say how you have used these ideas in one of your performances.	4												
<p>Marks for this question: AO3 = 4 marks</p> <table border="1" data-bbox="217 573 1305 987"> <thead> <tr> <th data-bbox="217 573 357 633">Level</th> <th data-bbox="357 573 1168 633">Description</th> <th data-bbox="1168 573 1305 633">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="217 633 357 797">2</td> <td data-bbox="357 633 1168 797">Clear understanding and explanation of how influences have been used; use of technical language and detailed explanation. Critical evaluation of the effect it had on the final performance</td> <td data-bbox="1168 633 1305 797">3–4</td> </tr> <tr> <td data-bbox="217 797 357 925">1</td> <td data-bbox="357 797 1168 925">Descriptive ideas lacking in detail with no clear link to influences used. Limited technical language and no insight to the effect it had on the final performance</td> <td data-bbox="1168 797 1305 925">1–2</td> </tr> <tr> <td data-bbox="217 925 357 987">0</td> <td data-bbox="357 925 1168 987">No response worthy of credit.</td> <td data-bbox="1168 925 1305 987">0</td> </tr> </tbody> </table> <p>Indicative content</p> <ul data-bbox="217 1093 619 1368" style="list-style-type: none"> • Use of staging/blocking • Audience interaction • Seating of audience • Interpretation of text or song • Lighting • Costumes • Set • Sound effects <p data-bbox="217 1406 1262 1473">This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>			Level	Description	Marks	2	Clear understanding and explanation of how influences have been used; use of technical language and detailed explanation. Critical evaluation of the effect it had on the final performance	3–4	1	Descriptive ideas lacking in detail with no clear link to influences used. Limited technical language and no insight to the effect it had on the final performance	1–2	0	No response worthy of credit.	0
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Qu	Marking Guidance	Total marks															
22	<p>You are the artistic director of a company that has been invited to perform at the opening of a poetry festival. The festival is an opportunity to bring the community together.</p> <p>The theme of the poetry festival is “The Voyage”.</p> <p>Identify a suitable venue, briefly describe it and explain how you would stage a performance there.</p> <p>You should include any suitable performance or production skills.</p>	6															
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	<p>Marks for this question: AO1 = 3 marks, AO3 = 3 marks</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Consideration should be given to the style and genre of the piece and the processes involved in creating the performance • Consideration of the layout of the venue and how this will affect the performance. Artistic directors might identify issues arising from the performance space and how this might affect the staging or design and technical elements of the performance. E.G.: A film production student may have to provide screens. Portable lighting rigs set up, costume hanging rails available if no wing space • Appropriate vocabulary should be used when describing the process 																

	<ul style="list-style-type: none">• The artistic director (performance) will show an understanding of how individual performances, actors, musicians or dancers, contribute to the mood and atmosphere of the scene. They will use specific vocabulary relating to these skills• Any directions given to performers should be made clear and understood within the content as a whole. They may annotate the script to make ideas clear• The artistic director for Design/Technical/Film must be aware of how the staging of the performance can be enhanced by their contribution• The designs, supported by drawings, plans, colour schemes, as appropriate, must demonstrate an understanding of how a performance is developed.	
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Qu	Marking Guidance	Total marks
23	<p>Your company has been invited to take the performance on tour.</p> <p>Explain how your performance ideas would have to change if you had to perform as a touring company.</p>	4
	<p>Marks for this question: AO1 = 4 marks</p> <ul style="list-style-type: none"> • Limited or no lighting or power • Size and type of performance space • No wing or storage space for set or costumes • Uneven floor to stand set or props • Limited entrances and exits • Security • Time for get in and strike and travel time • Audience capacity/layout • Health and safety especially for disabled access <p>This content is not exhaustive: other creditworthy responses should be awarded marks as appropriate.</p>	

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24	<p>Choose one performance you have been involved with.</p> <p>Name the performance and identify your role in it.</p> <p>Evaluate the main skills and techniques you learnt or developed during rehearsal and explain how these affected your final performance.</p>	9																					
<p>Marks for this question: AO1 = 3 marks, AO3 = 6 marks</p> <table border="1" data-bbox="217 712 1246 1816"> <thead> <tr> <th data-bbox="217 712 357 775">Level</th> <th data-bbox="357 712 1107 775">Description</th> <th data-bbox="1107 712 1246 775">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="217 775 357 1003">5</td> <td data-bbox="357 775 1107 1003">Skills will be clearly identified and there will be thorough critical awareness when identifying the development of skills, and the impact this has had on the final performance. There is strong use and understanding of technical language.</td> <td data-bbox="1107 775 1246 1003">8–9</td> </tr> <tr> <td data-bbox="217 1003 357 1200">4</td> <td data-bbox="357 1003 1107 1200">Skills will be identified well and there will be a good critical awareness when identifying skills and the impact this has had on the final performance. There is a good use of technical language.</td> <td data-bbox="1107 1003 1246 1200">6–7</td> </tr> <tr> <td data-bbox="217 1200 357 1397">3</td> <td data-bbox="357 1200 1107 1397">Skills are identified and there is a reasonable awareness of the impact this has had on the final performance. There is an understanding of technical language.</td> <td data-bbox="1107 1200 1246 1397">4–5</td> </tr> <tr> <td data-bbox="217 1397 357 1594">2</td> <td data-bbox="357 1397 1107 1594">Skills are identified and there is a limited awareness of the impact this has had on the final performance. There is a limited use and understanding of technical language.</td> <td data-bbox="1107 1397 1246 1594">3–4</td> </tr> <tr> <td data-bbox="217 1594 357 1756">1</td> <td data-bbox="357 1594 1107 1756">Skills are identified and there is a basic awareness of the impact this has had on the final performance. There is a basic use of technical language.</td> <td data-bbox="1107 1594 1246 1756">1-2</td> </tr> <tr> <td data-bbox="217 1756 357 1816">0</td> <td data-bbox="357 1756 1107 1816">No response worthy of credit.</td> <td data-bbox="1107 1756 1246 1816">0</td> </tr> </tbody> </table>			Level	Description	Marks	5	Skills will be clearly identified and there will be thorough critical awareness when identifying the development of skills, and the impact this has had on the final performance. There is strong use and understanding of technical language.	8–9	4	Skills will be identified well and there will be a good critical awareness when identifying skills and the impact this has had on the final performance. There is a good use of technical language.	6–7	3	Skills are identified and there is a reasonable awareness of the impact this has had on the final performance. There is an understanding of technical language.	4–5	2	Skills are identified and there is a limited awareness of the impact this has had on the final performance. There is a limited use and understanding of technical language.	3–4	1	Skills are identified and there is a basic awareness of the impact this has had on the final performance. There is a basic use of technical language.	1-2	0	No response worthy of credit.	0
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