



# Moderators' Report/ Principal Moderator Feedback

January 2019

Pearson Edexcel GCSE  
Extended Projects Qualification  
in Performance (P303) Paper 01

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## **Student Performance**

The usual performing arts disciplines were seen, including drama, dance and music as is usual in response to P303. We also saw some events. The entry size was in line with previous January series. The performance project outcomes were well prepared and many of the projects were fully realised with clear creative intentions.

The work seen this series confirms that this unit provides the opportunity to perform work inspired from a range of starting points, interests and disciplines, both in terms of the form of the work, and the content. We saw work that was created with a specific target audience in mind and a sense of occasion was achieved for the majority of the outcomes.

Projects that were undertaken by motivated learners who saw a performance outcome as a valid way to communicate a particular issue, theme or idea to a specific target audience, provided the best foundation for a development process that could be fully rewarded against the assessment criteria.

Where project ideas were more task-based and linear in their development process, they were less able to access the full range of marks available. Work created for performance should be informed by a robust exploration and development phase.

## **Suitability of work submitted**

The majority of entries this series were individual projects, but it should again be noted that group projects can also be submitted. The most successful projects were those that were genuinely informed by focused and refined project objectives.

The creative process for most work was appropriate and reasoned. The best process evidence was the result of a clear set of objectives, a through line of activity and a clear set of intentions for the outcome. Genuine enquiry and an open mind were behind the most successful outcomes.

We again saw relevant and thorough research processes being undertaken and where findings were used to inform the development process the work was a better fit to the demands and requirements of the unit. Where consideration of alternatives had taken place, the work was fully refined. This aspect of the work should consider the content of the work, such as the theme or topic being covered, but also the style and genre of the performance.

## **Assessment Evidence**

Where a clear context to understand the creative intentions is present, it helps understand the creative decisions and demonstrates a relevant development process. The starting point should be open to new ideas informing the end result, providing the opportunity for a genuine exploration phase. The opportunity to test ideas practically is advantageous.

It is a requirement for all projects to be informed by clearly and consistently referenced sources. Clear links between the research and the performance outcome were again seen this series.

Comprehensive written support materials gave clear accounts of the development process. It can be better for a less formal written support materials, collated alongside the practical development, to accompany the work for this unit, as it shares the development in a more open and ongoing manner.

Evaluations vary from descriptions of the key stages of the work, to analytical explanations of the strengths and weaknesses of the process.

### **Centre Performance**

It is pleasing to see more centres supporting the performance outcome as a viable route for learners with an interest and skills in this area, where a performance outcome is an effective way to communicate findings to an audience.

Centres submitted a complete sample with the relevant paperwork. All centre administration was completed appropriately.

Most centre assessors accurately used the language of the assessment criteria on the Candidate Record Sheets, which supported the moderation process.

Candidate identification was clear on most audio and video recordings which was very much appreciated.



