



Pearson  
BTEC

**BTEC**  
Introductory  
**Level 1**

# Sample Marked Learner Work

Subject: Performing Arts

Unit PA9: Performing  
a Piece of Music

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You will need to refer to the appropriate specification for **Unit PA9 Performing A Piece of Music** alongside these sample materials.

\*This sample marked learner work includes video evidence that is available on our website within the course material area on the subject page.

### Note:

The learner work generated is an exemplar of standard for a particular Assignment Brief. We expect centres to use this resource to exemplify how to structure a response to a task. We also encourage centres to use this work to standardise their Assessment teams and demonstrate to learners the level of work expected to achieve the different targeted grades outcome.

## Introduction and commentary – Performing Arts

The learner work that follows has been assessed accurately to national standards. This is one example of Merit achievement.

The assignment brief covers **Learning Aims A and B**.

### The Assignment Brief

There are no authorised assignment briefs available as yet and the one used here is structured on the suggested scenario given within the specification and has been adapted by the centre to fit local needs. When writing Assignment Briefs to be used for the assessment of the BTEC Level 1 Introductory suite of qualifications, the Assessor should ensure that all tasks clearly meet the targeted assessment criteria.

The structure of the tasks **will always target an entire learning aim**. This is a fundamental cornerstone of this suite, as it enables any learner to achieve the best grade for them.

The assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Pass specifies a ‘description’ and a Merit an ‘analysis’, these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence.

A Learning Aim must NOT be broken down into discrete tasks. It is not acceptable to have tasks or sub-tasks that target, for example, a Pass criterion only. All tasks must encourage the learner to challenge themselves and aim for the highest level of personal achievement.

In this instance the Assignment Brief contains one task for Learning Aim A and Learning Aim B. This is due to the clear linkage between the Learning Aims whereby one is the outcome of the other. The Assignment Brief presented is fit for purpose.

The vocational scenario is to perform a piece of music at a 21<sup>st</sup> birthday party.

The overarching task for the Learning Aim A is the development of the learner’s ability to perform the piece correctly and to the best of his ability. The learner has to practice the work, get feedback from a more skilled practitioner, and embrace that feedback into his performance.

The overarching task for the Learning Aim B is to perform the music at the venue, bearing in mind what the scenario required and having taken note of the feedback from Learning Aim A. There is sufficient scope for learners at all levels to achieve.

## The Learner Work

Always use the Essential information for assessment decisions section in the specification for clarification on when an assessment criterion can be awarded. This provides amplification to the grading criteria. Reference to this assessment guidance will ensure that the assessment of the evidence that the learner has produced fully meets the quantitative and qualitative requirements of the criterion.

When assessing the learner's work it is important that the assessor looks for where the learner has produced evidence of a quality that is appropriate to the command verb in the assessment criteria.

For **Learning Aim A** the learner has to learn a piece of music and refine his musical skills during rehearsal of it.

The learner has achieved A.P1 by producing a diary leading up to the performance and by **listing own strengths**. Whilst he has not identified **areas for improvement** these have been identified for him. The learner was probably unaware of these so has sought external help and this is correct. The areas of weakness make sense from a practitioner's point of view and have been made by a suitable informed observer.

There is enough evidence to agree a Merit for this criterion.

The Merit criterion A.M1 requires the learner to **respond to feedback, listing strategies**. The learner has done just enough here with the evidence in his diary about improving his fingering.

The Distinction criterion A.D1 requires the development of the **most relevant areas, outlining strategies for improving musical ability, including how they are to be actioned**.

Sufficient evidence for this higher level criterion is not present. The learner has only looked at the feedback given from one source and has not considered other sources or other methods of improving his performance. He has listed the strategies used but not really given sufficient information as to how these were actioned.

For **Learning Aim B** the learner has to complete the performance.

The Distinction criterion B.D2 requires the learner to **meet most of the demands of the style in terms of sound and expression** together with **correct dynamic delivery, rhythmic accuracy and control of musical phrases in most of the performance**. This has been met as shown in the video and supported by the assessor.

In this case the Distinction criterion encompasses the requirements for the Pass and Merit criteria.

Overall, a very good piece of work from a learner who has done quite a lot of work towards demonstrating his musical ability and has shown he has an understanding of

what is required. The work is very well presented and easy to follow. However, the omissions in the rehearsal elements are such that the correct grade is a Pass.

The assessor has made suitable comments to validate the award of the Merit and has used the grading criteria well in feeding back to the learner.

## Assignment Brief

<b>Qualification</b>	BTEC Level 1 Introductory Certificate in Performing Arts
<b>Unit number and title</b>	PA9: Performing a Piece of Music
<b>Learning aims</b>	A Rehearse for a performance, reflecting on own skills B Perform a piece of music.
<b>Assignment title</b>	Scherzo
<b>Assessor</b>	Arthur Sullivan
<b>Issue date</b>	3 July 2017
<b>Hand in deadline</b>	28 July 2017

### Vocational Context

You have been asked to take part in a musical performance at a local 21st birthday party. They will want upbeat, modern party music to be played.

<b>Task 1</b>	<p>You will need to learn a suitable piece of music in preparation for the performance.</p> <p>You will review your musical skills and plan ways to improve.</p> <p>You can discuss your progress with a professional in order to improve the final outcome.</p>
<b>Checklist of evidence required</b>	Logbook/ diary of progress. Video/ audio evidence. Observation record.
<b>Learning Aims covered by this task:</b>	
Learning Aim reference	To achieve the criteria you must show that you are able to:
A.P1	Identify own strengths and areas for improvement in rehearsal.
A.M1	Identify own strengths, areas for improvement and ways to improve in response to feedback in rehearsal.
A.D1	Outline own strengths and areas for improvement and plan ways to improve in response to feedback in rehearsal.

**Task 2** You will then perform the complete piece of music, demonstrating your musical skills.

**Checklist of evidence required** Suitable audio visual medium. Observation record.

**Learning Aims covered by this task:**

Learning Aim reference To achieve the criteria you must show that you are able to:

B.P2 Complete a performance demonstrating some use of technical music skills.

B.M2 Complete a performance demonstrating sustained use of technical music skills.

B.D2 Complete a capable performance demonstrating sustained and confident use of technical music skills.

<b>Sources of information to support you with this Assignment</b>	
<b>Other assessment materials attached to this Assignment Brief</b>	<i>None. Please refer back to your class notes.</i>

## LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name: Jack Murphy		Assessor name: Arthur Sullivan
Issue date: 03/07/2017	Submission date: 28/07/2017	Submitted on: 28/07/2017
Programme : BTEC Level 1 Introductory Diploma in Performing Arts		
PA9: Performing a Piece of Music		
Assignment reference and title: Scherzo		

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Task 1	Log/ diary/ discussion	
Task 2	Audio/ Visual performance record/ Observation Record	
Additional comments to the Assessor:		

### Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

*Jack Murphy*

Date: 28/7/2017



# July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 College	4 College	5 College	6 Band practice (GE)	7	8
9	10 College	11 College	12 College	13 Band practice	14	15
16	17 College	18 College	19 College	20 Band practice (GE)	21	22 <i>Nathan's 21<sup>st</sup> birthday!</i>
23						
24						
25						
26	HOLIDAY					
27						
28						
29						
30						
31						

I am doing a level 1 course and I play in a band (The Ritchie Bee Band) at weekends. I got a contract to play at Nathan's 21<sup>st</sup>. He was at school with me. My strengths are that I play the chords well, I have nimble fingers, and I remember songs. Because I play the piano as well I sort of have a good ear and natural ability in music.

I'm not too good at writing my own stuff some we do cover albums and songs. To do that really well and to get more gigs (and more dosh) I need to improve on my accuracy and presentation.

I got Graham Elsdon (my English teacher at school) who plays in a well-known band to give some tips. Here is Mr Elsdon playing.

[http://www.getcarterband.com/index.php?option=com\\_content&view=article&id=4&Itemid=2](http://www.getcarterband.com/index.php?option=com_content&view=article&id=4&Itemid=2)

He gave me some ideas on how to improve my strumming and fingering techniques.

He also suggested I try and look as though I'm enjoying it a bit more rather than looking too engrossed in the music.

I took these ideas on board, especially how to use my fingers more effectively with speed and pressure, and put them into action in rehearsals and then on the night. They worked as the music went down well and I enjoyed the night as well.

I did this on the pieces for the night but also on other pieces so it started to feel natural. Mr Elsdon had suggested finger flexing exercises to improve reach and to reduce stress on the joints. I tried these and they hurt at first but then worked and my fingers felt looser.

I felt more relaxed because Mr Elsdon's ideas made the playing easier so I got into it more. I thought he was being picky but in the end he was right. Maybe that's why he gets better gigs than me but I reckon I can get there.

Mr Gunn (my old form tutor) came along and he seemed to enjoy it though I think he prefers classical music.

## OBSERVATION RECORD

<b>Learner name:</b>	Jack Murphy		
<b>Qualification:</b>	BTEC Level 1 Introductory Certificate in Performing Arts		
<b>Unit number &amp; title:</b>	PA9: Performing a Piece of Music		
<b>Description of activity undertaken</b>			
<p>I watched and listened to Jack playing at Nathan's party. He played well and the audience loved it.</p> <p>Jack used the event to perform two pieces of music at the behest of the organiser of the party.</p>			
<b>Assessment criteria targeted</b>			
BP2, BM2, BD2			
<b>How the activity covers the requirements of the assessment criteria</b> (this does not confirm achievement of assessment criteria or confer an assessment decision)			
<p>I watched and listened to Jack playing at Nathan's party. He played well and the audience loved it. Nathan was really pleased as they are good friends as well.</p> <p>Graham Elsdon (GE) came, too, so he could comment on the suggested improvements to the fingering techniques Jack had implemented. GE was very impressed but still felt Jack looked as though he could relax a bit more when performing.</p> <p>Jack completed a capable performance demonstrating sustained and confident use of technical music skills. Good to see how he had reacted positively to feedback rather than being affronted by it.</p> <p>Both Jack and Nathan are Thin Lizzy fans so the tribute was suitable! The 'boys' were certainly back in town!</p>			
<b>Learner name:</b>	Jack Murphy		
<b>Learner signature:</b>	<i>Jack Murphy</i>	<b>Date:</b>	25 July 2017
<b>Assessor name:</b>	A Sullivan		
<b>Assessor signature:</b>	<i>A Sullivan</i>	<b>Date:</b>	25 July 2017



<b>ASSESSMENT RECORD SHEET</b>			
<b>Programme</b>	BTEC Level 1 Introductory Certificate in Performing Arts		<b>Learner name</b> Jack Murphy
<b>Assignment title</b>	Scherzo		<b>Assessor name</b> Arthur Sullivan
<b>Unit no. &amp; title</b>	PA9: Performing a Piece of Music		<b>Targeted learning aims/assessment criteria</b> AP1, AM1, AD1, BP2, BM2, BD2
<b>First Submission</b>			
<b>Deadline</b>	28 July 2017		<b>Date submitted</b> 28 July 2017
<b>Targeted criteria</b>	<b>Criteria achieved? (Yes / No)</b>	<b>Assessment comments</b>	
AP1	Yes	<p>Jack, you listed own strengths and areas for improvement and respond to feedback, listing strategies for improving musical ability. You have noted that you took on board what Mr Elsdon suggested and how this improved your performance. You could have explained a bit more on improvements but you have done enough for a Merit. You did not look at any further developments or improvements that could have been made or implemented.</p>	
AM1	Yes		
AD1	No		
BP2	Yes	<p>These are 2 really good pieces that show you responded to the feedback and you have performed them well. The tribute to Thin Lizzy is notably good.</p>	
BM2	Yes	<p>The performance was suitable for Nathan's birthday and was in line with the task. It met what he wanted re style in terms of sound and expression</p>	
BD2	Yes	<p>At all times you confidently demonstrated correct dynamic delivery, rhythmic accuracy and control of musical phrases in the performance, by playing in a self-assured manner and showing engagement with the musical piece.</p>	
<b>General comments</b>			
<p>The piece is a scherzo in its strictest interpretation though not in the format we normally associate with the musical form; well done on marrying that up.</p> <p>Jack, you have used good techniques effectively to perform the pieces and feedback from GE confirms you listened to the feedback given.</p>			

Really good work Jack. You obviously enjoyed this task and you could maybe think about upgrading the Learning Aim A as you have the musical talent and just need to ensure the surrounding information is suitable presented.

Good group which seems as though you are all in harmony.

<b>Assessor declaration</b>	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
<b>Assessor signature</b>	<i>Art Sullivan</i>	<b>Date</b>	24 August 2017
<b>Resubmission authorisation</b> by Lead Internal Verifier*		<b>Date of feedback to learner</b>	24 August 2017
		<b>Date</b>	
<p>* All resubmissions must be authorised by the <b>Lead Internal Verifier</b>. Only <b>one</b> resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> <li>• The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.</li> <li>• The tutor considers that the learner will be able to provide improved evidence without further guidance.</li> </ul> <p>• Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.  **Any resubmission evidence <b>must</b> be submitted within 10 working days of receipt of results of assessment.</p>			

### Resubmission

Deadline		Date submitted	Assessment comments
Targeted criteria	Criteria achieved? (Yes / No)		
<b>General comments</b>			

<b>Assessor declaration</b>	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
<b>Assessor signature</b>		<b>Date</b>	
		<b>Date of feedback to learner</b>	

<b>ASSESSMENT RECORD SHEET</b>			
<b>Programme</b>		<b>Learner name</b>	
<b>Assignment title</b>		<b>Assessor name</b>	
<b>Unit no. &amp; title</b>		<b>Targeted learning aims/assessment criteria</b>	
<b>Retake – for QCF only</b>			
<b>Deadline</b>		<b>Date submitted</b>	
<b>Targeted Pass criteria</b>	<b>Criteria achieved? (Yes / No)</b>	<b>Assessment comments</b>	
<b>General comments</b>			
<b>Assessor declaration</b>	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		

<b>Assessor signature</b>		<b>Date</b>	
		<b>Date of feedback to learner</b>	