



NCFE Level 1/2 Technical Award in Performance Skills (603/2960/9)

Past Paper

November 2019

Unit 01 Working in the performance industry

Mark Scheme

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be

able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement either, that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives

This unit requires learners to:

AO1	Recall knowledge and show understanding.
AO2	Apply knowledge and understanding.
AO3	Analyse and evaluate knowledge and understanding.

The weightings of each assessment objective can be found in the qualification specification.

Qu	Mark scheme	Total marks
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Section 1

Total for this section: 9 marks

1	<p>Which one of the following technical skills refers to a performer being able to sustain physical effort when performing?</p> <p>Answer: D (Stamina)</p>	<p>1</p> <p>AO1=1</p>
2	<p>Which one of the following communicative skills allows a performer to change their appearance?</p> <p>Answer: B (Use of costume)</p>	<p>1</p> <p>AO1=1</p>
3	<p>Which one of the following performance roles is focused on moving the body for visual effect?</p> <p>Answer: B (Dancer)</p>	<p>1</p> <p>AO1=1</p>
4	<p>Equity is best described as which type of organisation?</p> <p>Answer: D (Union)</p>	<p>1</p> <p>AO1=1</p>
5	<p>Which one of the following types of business mainly releases recorded musical performances?</p> <p>Answer: D (Record label)</p>	<p>1</p> <p>AO1=1</p>
6	<p>Why is public liability insurance needed for an event?</p> <p>Select one of the following:</p> <p>Answer: B (In case of an audience member being injured)</p>	<p>1</p> <p>AO1=1</p>

7	<p>A venue manager would be responsible for which one of the following activities before a performance?</p> <p>Answer: B (Making sure that enough venue staff are available)</p>	<p>1</p> <p>AO1=1</p>
8	<p>Which one of the following does the letter ‘T’ refer to in a SWOT analysis?</p> <p>Answer: C (Threats)</p>	<p>1</p> <p>AO1=1</p>
9	<p>Performers should always use safe working practices during rehearsals.</p> <p>Which one of the following steps would a performer take first to assess risks?</p> <p>Answer: A (Identify hazards)</p>	<p>1</p> <p>AO1=1</p>

Section 2

Total for this section: 50 marks

10	<p>Jack is due to start rehearsals for a new ensemble production.</p> <p>Explain two reasons why good time management is an important professional skill for performers during rehearsals.</p> <p>Award one mark for reason and one mark for expansion of that reason (2x2).</p> <ul style="list-style-type: none"> • To make sure that performers arrive on time (1) so not wasting rehearsal time (1) • To make sure that preparation time is used productively (1) to make rehearsals more focused (1) • Reducing stress (1) by ensuring that preparation is completed on time (1) • Being prepared will allow performers to concentrate fully (1) making rehearsals more focused (1) • Arriving late/unprepared will waste other people's time (1) and the performers' professional reputation will suffer (1) • If a performer gets a reputation for lateness / lack of preparation they may not get work (1) and will suffer financially (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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11	<p>Huan is a performer who wants to work with another performer. Huan has created a promotional video to attract potential collaborators.</p> <p>Identify three formats that Huan could use to present his promotional video to his intended audience.</p> <p>Award one mark for each appropriate response to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Social media (1) • Webpage / website (1) • Blog / vlog (1) • Demo / DVD / CD / Drive (1) • Showreel (1) • Event (1) • Video streaming sites (1) • Filmed interview (1) • Email (1) <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1=3</p>
12(a)	<p>Noah works as a freelance performer and is updating his financial records.</p> <p>Noah is calculating how much he has been paid so that he can fill in his tax return.</p> <p>Explain one reason why correctly filling in a tax return is important.</p> <p>Award one mark for reason given and one mark for expansion of that reason.</p> <ul style="list-style-type: none"> • Filling in a tax return is a legal requirement (1) so you may be prosecuted if you do not fill it in (1) • If false information is given you can be fined (1) so losing money (1) • You may be due a refund (1) so money can be returned to you (1) • So that the correct amount of tax is paid (1) to avoid unexpected tax bills later (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

<p>12(b)</p>	<p>Noah is sending an invoice for work that he has recently completed.</p> <p>Identify two items of information that must be included on an invoice and describe why each should be included.</p> <p>Award one mark for item and one mark for appropriate description (2x2).</p> <ul style="list-style-type: none"> • Name /address (1) to make it clear who the invoice is from (1) • Name / address of customer (1) to make it clear who invoice is to (1) • Amount due (1) to make it clear what is owed (1) • Date of work / supply date (1) to ensure that records are correct (1) • Description of work undertaken (1) so that customer knows what charge is for (1) • Breakdown of expenses (1) to ensure an accurate audit trail (1) • Return date (1) to state when payment is required (1) • VAT amount (1) to make sure that VAT is accounted (1) • Payment details (1) for payment to be sent (1) • Email address (1) to handle queries (1) • Phone number (1) to handle queries (1) <p>Accept any other suitable response.</p> <p>Expansions must be linked to info to gain second mark.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
<p>13(a)</p>	<p>Mia is producing a dance piece for performance. Before the piece can be performed Mia has to get funding.</p> <p>Identify two funding organisations in England who might offer Mia financial help to put on her performance.</p> <p>Award one mark for each appropriate response to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Arts Council (1) • Lottery (1) • Trusts (1) • Charitable foundations / Charity (1) <p>Accept any other suitable response eg specific trusts or foundations. (e.g. Creative England)</p>	<p>2</p> <p>AO1=2</p>

<p>13(b)</p>	<p>Mia has advertised for dancers to perform the piece and has asked for potential performers to have specific creative skills.</p> <p>Explain why the following two skills would be useful for a dancer.</p> <p>Award one mark for use of skill in context and one mark for appropriate expansion (2x2).</p> <p>Specimen response:</p> <p>Improvisation</p> <ul style="list-style-type: none"> • would allow dancers to spontaneously create new movements (1) to add to their performance of the piece (1) • gives dancers creative input (1) by spontaneously presenting movements (1). <p>Interpretation</p> <ul style="list-style-type: none"> • would allow dancers to use existing choreography as a starting point (1) and try different approaches (1) • accept any other suitable response. 	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
<p>13(c)</p>	<p>Mia is considering various spaces for the performance. Mia is particularly interested in putting on the performance in either an abandoned indoor swimming pool or disused multi-storey car park.</p> <p>What is this type of performance space called?</p> <p>Award one mark for: Repurposed (1)</p> <p>Accept Reused / Renovated / Refurbished (1)</p>	<p>1</p> <p>AO2=1</p>

14	<p>Jacob is working as a lighting technician in a new theatre production.</p> <p>Explain one way that attending each type of rehearsal would be useful for Jacob in his role.</p> <p>Award one mark for benefit and one mark for expansion (2x2).</p> <p>Specimen response:</p> <p>Technical rehearsal</p> <ul style="list-style-type: none"> would be able to set up lights (1) and make adjustments (1) rehearse entrances exits & set changes (1) to ensure lighting changes are synchronised (1). <p>Dress rehearsal</p> <ul style="list-style-type: none"> would be able to see whole production run-through (1) and rehearse cues (1) accept any other suitable response. 	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
15	<p>Muhammad has been rehearsing a monologue for his next performance as an actor. Muhammad has been working on improving clarity in his performance.</p> <p>Explain one reason why clarity is important when performing to an audience.</p> <p>Award one mark for use of communication in context and one mark for appropriate expansion.</p> <ul style="list-style-type: none"> So that words are communicated as intended (1) to draw audience into performance (1). So that all words are heard (1) to allow audience to understand material (1). So that meaning is clear (1) to allow audience to understand narrative (1). So that details are heard by audience (1) adding believability (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

16(a)	<p>Jessica is working as the musical director of a band. The band are rehearsing for an upcoming national tour.</p> <p>Explain two ways Jessica could give direction to musicians in the band during rehearsals.</p> <p>Award one mark for method and one mark for expansion (2x2).</p> <ul style="list-style-type: none"> • Talk through parts (1) so musicians are familiar with material (1) • Lead run-throughs (1) to allow musicians to practise as an ensemble (1) • Highlight any issues to individual musicians (1) to find solutions (1) • Draw attention to any specific parts that require correction / extra work (1) and focus on these (1) • Assign parts to musicians (1) so all are sure of role (1) • Conduct / gesture / signal during rehearsals (1) to define dynamics / tempo / solos / arrangement (1) • Make eye contact (1) to give signals to musicians (1) • Give written / notated parts (1) for musicians to work from (1) <p>Accept any other suitable response.</p>	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
16(b)	<p>Ayesha is a publicist who is working for the band. Explain one way a publicist may help to promote the band.</p> <p>Award one mark for method and one mark for expansion.</p> <ul style="list-style-type: none"> • Writing press releases (1) to gain interest from media (1) • Working with journalists (1) to get articles printed (1) • Working with TV / radio (1) to get interviews aired (1) • Handling social media accounts (1) to generate public interest (1) • Create advertising copy (1) to promote to larger audience (1) • Networking in industry (1) to raise awareness (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

16(c)	<p>Isaac is working with the band on the tour. Isaac is responsible for loading in, setting up and packing away the band's equipment at every performance.</p> <p>What name is given to Isaac's role?</p> <p>Award one mark for: Crew (1)</p> <p>Accept also: Road crew (1) Road manager (1) Roadie (1) Backline tech (1) Stage crew (1) Stage Technician (1) Technical Crew (1) Stage Hand (1) Stage Manager (1)</p> <p>Accept any other suitable response.</p>	<p>1</p> <p>AO2=1</p>
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17(a)	<p>Safia is a singer who has recently signed a record deal. Safia is planning a performance to celebrate the release of her first album.</p> <p>Safia is going to have the performance professionally filmed and is thinking about ways to engage with the audience during and between songs.</p> <p>Describe two ways that Safia could engage with the audience during the performance.</p> <p>Award one mark for method to a maximum of two marks.</p> <ul style="list-style-type: none"> • Speaking to the audience (1) • Gesturing at key points (1) • Using facial expressions / eye contact (1) • Using movement / body language (1) • Encouraging the audience to sing along / cheer (1) • Encouraging the audience to dance / gesture / clap along(1) • Moving into audience / touching audience (1) • Get audience member(s) on stage (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>
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<p>17(b)</p>	<p>Safia is designing posters to promote her album.</p> <p>Identify two details that should be included on the poster.</p> <p>Award one mark for each detail to a maximum of two marks.</p> <ul style="list-style-type: none"> • Release date (1) • Name of album (1) • Name of artist (1) • Price (1) • Formats (1) • Where it can be purchased / downloaded (1) • Pre-reviews / strapline (1) • Album art (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1=2</p>
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<p>17(c) (i)</p>	<p>Analyse the data in Table 1 to calculate the total cost of promotion for the album.</p> <p>Award one mark for :</p> <p>Total cost of promotion = $(2300+3500+1500+300)=7600$</p>	<p>1 AO3=1</p>
<p>17(c) (ii)</p>	<p>Analyse the data in Figure 2 to calculate how many downloads Safia needs to pay the total cost of promotion from her artist's share.</p> <p>Award one mark for :</p> <p>Number of downloads required = $(7600/2.50) = 3040$</p>	<p>1 AO3=1</p>
<p>17(d)</p>	<p>Safia is making sure that service providers know the technical requirements for the event so that the correct equipment is hired.</p> <p>Identify three technical documents that are used to show equipment requirements for an event.</p> <p>Award one mark for each of the following up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Stage plans • Sound specification • Lighting specification • Prop specification • Make-up specification • Costume specification • Cue sheets <p>Accept also</p> <ul style="list-style-type: none"> • (Technical) rider 	<p>3 AO1=3</p>

<p>17(e)</p>	<p>Safia wants to attract a wide audience for her music.</p> <p>Identify two promotional formats Safia can use to present a particular image to the general public, and describe one measure she can take in each format to control how she is presented.</p> <p>Award one mark for identification of promotional method and one mark for related expansion (2x2).</p> <ul style="list-style-type: none"> • Interviews (1) avoid controversial / unpleasant / leading questions (1) • Press releases (1) be careful to release only information which suits the image (1) • Social media (1) avoid reactionary comments / tweets / control own channels (1) • Photographs (1) approve only photographs which suit the image (1) • Video (1) ensure that only video which reflects image is available (1) • Direct communication with audience (1) manage statements (1) <p>Accept any other suitable response.</p> <p>Accept – Flyers (1) / Posters (1) / Blog (1) / Website (1) Demo (1)</p>	<p>4</p> <p>AO1=2</p> <p>AO3=2</p>
<p>17(f)</p>	<p>Safia has decided to sing a cover version of a famous ‘classic’ song. Safia wants to understand the style of song to make her version more authentic.</p> <p>State two ways that Safia could learn more about the song’s style.</p> <p>Award one mark for each way to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Listen to the original version (1) • Listen to other songs by the original singer (1) • Study phrasing of the original singer (1) • Listen to other cover versions of the song (1) • Listen to other songs in the same style / from the same period (1) • Read about how the song was written (1) • Read the lyrics (1) • Find teacher / performer familiar with style (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1=2</p>

<p>17(g)</p>	<p>Safia is considering looking for a producer to work with her for future performances.</p> <p>Explain one disadvantage of working with a producer.</p> <p>Award one mark for disadvantage and one mark for expansion.</p> <p>Accept references to ‘record’ producers and ‘theatrical’ producers.</p> <ul style="list-style-type: none"> • Producer might not agree with you (1) potentially leading to conflict (1). • Producer might want creative control (1) potentially making experience dissatisfying (1). • Producer will require percentage of income / fee (1) meaning less profit (1). • May claim your ideas as their own (1) leading to conflict / legal issues / royalty issues (1) • May abandon project (1) leading to time scale problems (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>
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Section 3

Total for this section: 21 marks

18	<p>Tanveer is seeking work as a make-up artist for musical theatre productions. Tanveer actively uses social media to network with performers, producers and other make-up artists.</p> <p>Evaluate the effectiveness of using social media to find work compared to other forms of networking.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>												
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	<p>Indicative content:</p> <p>Relevant knowledge</p> <ul style="list-style-type: none"> • Commentary upon different ways of networking. <p>Subject-specific terminology</p> <ul style="list-style-type: none"> • May reference specific social media / activities. • May reference aims. • Commentary may be drawn across disciplines. <p>AO2 – Application of knowledge</p> <ul style="list-style-type: none"> • Commentary upon effective social media networking skills: <ul style="list-style-type: none"> - creating social media profile / presence to stimulate interest - searching for other people to network with - using time effectively - separation of personal and professional presence. • Commentary upon effective face-to-face networking skills: <ul style="list-style-type: none"> - finding opportunities to network – eg professional events, performances, social events - using mutual friends / mutual interests for introductions - remembering details of people's skills / experiences - giving others' contact details. <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> • Evaluation of face-to-face vs social media for growing network (eg easy to 'friend' someone on social media, but interest may be one sided. Face-to-face networking potentially requires more refined interpersonal skills, but pool of contacts more limited). • Evaluation of face-to-face vs social media for gaining work (eg virtual networking less likely to form trust in short term, face-to-face networking not always able to convey full span of skills and experience). • Conclusive commentary. <p>Accept any other suitable response.</p>							

19	<p>Oscar has joined an ensemble who are creating new material. No members of the ensemble have worked together before.</p> <p>Evaluate the skills required to successfully work with other performers.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 – 6</td><td> <p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p> </td></tr> <tr> <td>2</td><td>3 – 4</td><td> <p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject-specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective, but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p> </td></tr> <tr> <td>1</td><td>1 – 2</td><td> <p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject-specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p> <p>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p> </td></tr> <tr> <td></td><td>0</td><td>No creditworthy material.</td></tr> </tbody> </table>	Level	Marks	Description	3	5 – 6	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p>	2	3 – 4	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject-specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective, but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>	1	1 – 2	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject-specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p> <p>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>		0	No creditworthy material.	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>
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1	1 – 2	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject-specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p> <p>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>															
	0	No creditworthy material.															

	<p>Indicative content:</p> <p>Relevant knowledge</p> <ul style="list-style-type: none"> • Commentary upon importance of working with others in context. <p>Subject-specific terminology</p> <ul style="list-style-type: none"> • May reference specific interpersonal skills. • May reference specific professional skills. • May reference specific communication skills. • Commentary may be drawn across disciplines. <p>AO2 – Application of knowledge</p> <ul style="list-style-type: none"> • Commentary upon effective communication skills: <ul style="list-style-type: none"> - purpose – conveying opinion and opening discussion - creative application – development of material. • Commentary upon effective interpersonal skills: <ul style="list-style-type: none"> - purpose – building ensemble skills and confidence - creative application – creative interaction with other performers. • Commentary upon professional skills: <ul style="list-style-type: none"> - working to given timescale - awareness of language, attitude - remaining committed. <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> • Evaluation of importance of working with others for development of individual performance (learning material, place, timing, action planning). • Evaluation of importance of working with others for development of ensemble performance (confidence, creative development, fluency, taking direction, offering opinion). • Evaluation of impact upon audience (success of performance). • Conclusive commentary. <p>Accept any other suitable response.</p>	
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20	<p>Charlie owns a theatre that presents several performances every week. The theatre is losing money and cannot afford to put on performances for much longer.</p> <p>A large international company famous for food and drink brands has offered to give money to the theatre as sponsorship. The company would advertise and sell their products at the theatre and be involved in deciding what performances to present.</p> <p>Evaluate the advantages and disadvantages for Charlie of accepting the sponsorship.</p> <table border="1" data-bbox="295 667 1252 1991"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 – 9</td><td> <p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p> </td></tr> <tr> <td>2</td><td>4 – 6</td><td> <p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject-specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective, but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p> </td></tr> <tr> <td>1</td><td>1 – 3</td><td> <p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject-specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> </td></tr> </tbody> </table>	Level	Marks	Description	3	7 – 9	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p>	2	4 – 6	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject-specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective, but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>	1	1 – 3	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject-specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>
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	0	No creditworthy material.

Indicative content:

Relevant knowledge

- Commentary upon nature of sponsorship deals.

Subject-specific terminology

- Reference to creative issues.
- Reference to financial issues.

AO2 – Application of knowledge

- Commentary upon security of venture– stable income vs loss of independence.
- Commentary upon creative demands – eg company image vs potentially controversial productions.
- Commentary upon sustainability of sponsorship vs long term future of theatre.
- Commentary upon attractiveness of sponsorship to artists vs attracting productions.
- Commentary upon possible ethical concerns vs audience reaction to brand.

AO3 – Analysis/evaluation

- Analysis of potential advantages –financially/ promotion.
- Analysis of potential disadvantages – creatively / financially.
- Advantages and disadvantages balanced.
- Conclusive commentary.

Accept any other suitable response.

Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	1			1
4	1			1
5	1			1
6	1			1
7	1			1
8	1			1
9	1			1
10	2	2		4
11	3			3
12a		1	1	2
12b	2	2		4
13a	2			2
13b	2	2		4
13c		1		1
14		2	2	4
15		1	1	2
16a		2	2	4
16b		1	1	2
16c		1		1
17a		1	1	2
17b	2			2
17ci			1	1
17cii			1	1
17d	3			3
17e	2		2	4
17f	2			2
17g		1	1	2
18	2	2	2	6
19	2	2	2	6
20	3	3	3	9
Total	36	24	20	80