

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

Assessment date: 18 March 2020

Paper Number: P001070

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

Key points:

- grading information
- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade Boundary Information

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

NYA	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	22	27	33	39	49	60

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

Maximum UMS Score*	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
160	24	47	70	92	115	138

** In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the Qualification Specific Instructions Document (QSID).

Standard of learner work

The range of learner responses spanned the full range of available grades and the majority of learners had attempted to answer questions in each section of the paper. Not all learners completed every question, but there was a marked upturn in completed external assessment papers in this session.

A minority of external assessment papers suggested that learners had run out of time in completing the paper, which potentially indicated some time management issues. However, examiners were pleased to note some improvement in this respect in comparison to the previous assessment window. The Chief Examiner would draw learners attention to the suggested time to spend on each section given within the paper, and recommend that learners consider timings these in planning their responses and monitoring their progress through the paper.

As per the previous assessment window, some learners made notes on the paper and appeared to indicate questions they were less confident in answering for reconsideration following completion of other questions, in line with sensible application of time management.

Learner responses are not assessed on handwriting or spelling in this examination. However, learners should consider that written responses should be legible and structured in order for examiners to credit work appropriately. It was noted that the vast majority of responses were legible, and that some returned scripts had made use of scribes as appropriate under accessibility arrangements.

Learners who achieved well tended to be confident across all areas of the specification, whilst learners who achieved less well tended to exhibit gaps in knowledge within specification content. The Chief Examiner would like to reiterate the need for delivery of all Unit 1 content prior to learners undertaking the external assessment.

Regulations for the Conduct of External Assessment

Malpractice

There were no reported instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

Maladministration

No instances of maladministration were reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment document in this respect.

Referencing of external assessment tasks

Some learners had produced additional sheets in order to extend responses. Learners should be reminded that all additional sheets must be referenced with learner and centre details as per NCFE guidance.

Responses of the tasks within the sections of the external assessment paper

Section 1

In this section of the assessment learners were asked to respond to 9 multiple choice questions, with a total of 9 marks available. It was recommended that learners spend approximately 10 minutes in addressing this first section. The majority of learners responded to all questions in this section.

Q1 and Q2 tested learner's knowledge of communication and technical skills. The majority of learners were able to gain credit in these questions, with slightly less confidence evident in identification of the technical skill of accuracy in Q2.

Q3 and Q6 asked learners to identify activities associated with roles, with the majority of learners being confident in identifying the role of Stage Manager, but less so with regards to the key focus of the Composers role.

Many learners were able to correctly identify industry elements with regards to Q4 and Q5, appearing confident in identifying BECTU as a union, and the function of a Dance Company from the given definition. Similarly Q9 illustrated that the majority of learners were aware of licensing requirements for performance.

Learners were less familiar with definitions of types of work in Q7 and trade journal contents in Q8, suggesting that knowledge of working in the industry may be less secure.

Section 2

This section contained 50 available marks. Each question was placed in context of a vocationally relevant performance situation, with some questions containing multiple parts related to the given context. Responses were allocated between 1 and 4 marks in this section.

The majority of learners responded to all questions in this section. Some learners skipped questions and there was evidence that some learners had returned to answer questions in a second pass, in line with

good examination technique.

Q10 asked learners to explain how flexibility could be a useful skill for a performer. The majority of learners were able to provide a creditable response, but not always expand successfully. A minority of learners misunderstood the term flexibility to refer to physical ability, which led to some slightly confused responses.

Learners were generally able to provide one or more pieces of information to be included for promotional purposes in Q11, with many learners achieving the full three available marks. Learners who achieved less well tended to misunderstand the question and identify alternate formats for promotion, rather than details such as time and location for the event.

Q12(a) in regards to risk assessment, was generally answered more successfully than Q12(b), although many learners provided creditable identifications of communication methods whilst not always describing how they might be of use.

Q13 was split into three responses, which were placed in the context of a musical theatre performer working in a production. The majority of learners were able to identify at least one warm up technique in Q13(a), although less creditable responses did not give specific techniques. Many learners were able to comment on professional skills in Q13(b), although full explanations were not always well formed. The majority of learners were able to correctly identify the role of agent / manager in Q13(c), although some learners confused this with the role of accountant or promoter.

Learners were generally less confident in considering positive and negative aspects of multi-event spaces in the context of a touring production in response to Q14. Some learners did however provide a creditable variety of technical and financial answers. Some learners considered the implications of multiple events running in the same space, showing some confusion in regards to the term.

Many learners were able to identify why inventiveness is an important quality in the context of a performer developing work in Q15, with learners who achieved less well tending not to expand on their responses.

Q16 asked learners to consider three responses in the context of a musical theatre performance. Learners were generally confident in describing a responsibility associated with the role of Dresser in Q16(c), and in identifying the importance of performers checking a contract in Q16(b). Learners were less confident in considering performance skills associated with musical theatre in Q16(a), with some learners identifying interpersonal and communication skills, rather than acting or dancing.

In Q17 learners were asked to answer a series of questions in the context of a performance event taking place in a public space. In Q17(a) the majority of learners recognised the nature of a curfew, but were not always able to consider why this would be important in relation to the given context. Many learners were able to provide one or more creditable ways to make the event accessible for the audience in Q17(b), although a minority of learners confused accessibility with promotional activities.

Q17c(i) and Q17c(ii) asked learners to make simple calculations based on a given table and chart of information. The majority of learners were able to respond to Q17c(i) correctly by addition of costs to give a total for equipment hire. Learners were generally less confident in calculating a percentage from the given pie chart in Q17c(ii), potentially showing less familiarity with graphic representations of information.

Q17(d) asked learners to consider areas of audience demographic. Many learners were able to provide

one of more creditable demographic groups (for example, age, gender and location). Some learners misunderstood the nature of question slightly and identified potential audience for the event, which limited available credit.

Learners were often able to identify one or more appropriate people management skills in relation to organising rehearsals in Q17(e), although they were not always able to expand on their responses.

In Q17(f) many learners were able to suggest 1 or more appropriate promotional giveaway for the event. A number of learners suggested using money as an incentive, which was felt not to be creditable in the context of promotion.

The majority of learners were able to explain a consideration to be applied for artist catering for an event in Q17(g), with learners generally identifying health, allergy and food preference considerations.

Section 3

In this final section, learners were asked to respond to three long form questions, with a total of 21 marks available split between two 6 mark questions (Q18 and Q19) and one 9 mark question (Q20).

Learners were advised to spend approximately 30 minutes on this section. Some learners did not respond to all three of the questions, which the Chief Examiner speculates may have been as a result of time management issues. However, examiners were pleased to note that the proportion of learners who made no attempt to respond in this section continues to reduce session on session.

Q18 asked learners to explore advantages and disadvantages of a performer changing career. Many learners were able to identify pros and cons, with fewer learners able to contextualise these explanatively. Learners who achieved well tended to expand upon the given themes in the question and provide useful conclusions based on knowledge of roles within the performance industry.

Learners generally found Q19 more challenging. The majority of learners were able to suggest creditable advantages and disadvantages for touring performers attending an early technical rehearsal, but few learners considered the concluding part of the question effectively in terms of analyzing how an itinerary could be applied usefully. Generally learner responses suggested some lack of familiarity with the role of an itinerary in relation to production of a performance.

Learners who achieved well in Q20 tended to provide responses which clearly differentiated between how an artists promotional materials could be used differently according to target audience. Learners who evaluated the appropriate presentation of material and drew conclusions, generally attracted more credit. Learners who achieved less well tended to have a less detailed knowledge of the function of agents and directors, but broadly were able to comment on the use of social media in terms of attracting the general public.

Chief Examiner: Graham Lees
Date: May 2020
