



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

March 2020

Past Paper

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 being penalised for 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:

A01	Recall knowledge and show understanding.
A02	Apply knowledge and understanding.
A03	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	Which one of the following communicative skills refers to a performer being able to judge the pace of their performance? Answer: D (Timing)	1 AO1=1
2	Which one of the following technical skills refers to a performer presenting material as intended? Answer: A (Accuracy)	1 AO1=1
3	Which one of the following pre-production roles is responsible for creating the physical surroundings on stage for a performance? Answer: C (Set designer)	1 AO1=1
4	BECTU is best described as which type of organisation? Answer: D (Union)	1 AO1=1
5	Which one of the following types of business mainly creates and rehearses performances based on movement? Answer: B (Dance company)	1 AO1=1
6	Which one of the following activities is the main focus of a composer's role? Answer: D (Writing music)	1 AO1=1

7	<p>Young people sometimes work in performing arts organisations to gain experience. They receive money to cover their expenses only.</p> <p>Which term best describes this type of work?</p> <p>Answer: D (Voluntary)</p>	<p>1</p> <p>AO1=1</p>
8	<p>Many people working in performance and technical roles use trade journals.</p> <p>Which one of the following best describes the contents of a trade journal?</p> <p>Answer: D (Technical articles and job advertisements)</p>	<p>1</p> <p>AO1=1</p>
9	<p>Different types of venues have features which make them suitable for live performances.</p> <p>Which one of the following should a pub have before it can put on live music performances legally?</p> <p>Answer: C (PRS PPL TheMusicLicence)</p>	<p>1</p> <p>AO1=1</p>

Section 2

Total for this section: 50 marks

10	<p>Muhammad is looking for work as a performer and realises that a flexible attitude is an important professional quality.</p> <p>Explain two ways that performers could be flexible to secure work.</p> <p>Award one mark for approach and one mark for expansion (2x2).</p> <ul style="list-style-type: none"> • Be prepared to take on new challenges (1) to widen opportunities (1). • Develop a range of different performance skills (1) to meet demands of performance roles (1). • Be prepared to take on a number of different projects/multitask (1) to maximise available time (1). • Be prepared to travel (1) to find opportunities in other areas (1). • Be prepared to work for lower wages initially (1) to build client base (1). • Be prepared to work outside normal hours (1) to meet client demands (1). • Be prepared to make quick decisions (1) to secure dep/cover roles (1). • Be prepared to reschedule time (1) to work around others (1) • Be prepared to change plans at short notice (1) to gain work (1) • Be prepared to work with others (1) to ensure success of performance (1) <p>Accept any other suitable response.</p> <p>Do not credit references to timekeeping / turning up / learning parts without link to flexibility.</p> <p>Do not credit physical flexibility</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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11	<p>Jessica is a performer who is organising a series of performances around the UK.</p> <p>Identify three pieces of information that Jessica could publish on social media to let people know the details of the performances.</p> <p>Award one mark for each appropriate response to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Venue names (1) • Venue addresses (1) • Dates for each performance (1) • Performance start times (1) • Ticket price (1) • Ticket sales contact (1) • Parking/transport links (1) • Links to websites (1) • Performer name (1). <p>Accept any other suitable response.</p> <p>Do not credit audio / video / graphics</p>	<p>3</p> <p>AO1=3</p>
12(a)	<p>Jaz is a stage manager at a small theatre and is responsible for health and safety at the venue.</p> <p>Jaz is making a risk assessment of the theatre as part of his role.</p> <p>Explain one reason why it is important to complete a risk assessment correctly.</p> <p>Award one mark for reason given and one mark for expansion of that reason to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To identify hazards (1) and find solutions to eliminate them (1). • To identify hazards (1) and determine if current measures are appropriate (1). • To identify people who may be at risk (1) and make them aware (1). • To identify potential dangers (1) and find solutions to prevent injury (1). • To meet insurance requirements (1) and avoid invalidation (1). • To meet legal requirements (1) and avoid prosecution (1). • To minimise liability in the event of injury (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

<p>12(b)</p>	<p>Jaz has noticed that performers communicate with each other in many different ways during rehearsals.</p> <p>Identify two ways of communicating during a rehearsal and describe why each could be used.</p> <p>Award one mark for each method and one mark for appropriate description (2x2).</p> <ul style="list-style-type: none"> • Eye contact (1) to communicate confidence/trust (1). • Gestures (1) to convey emotions/timing (1). • Facial expression (1) to indicate openness to ideas (1). • Body language (1) to indicate engagement with material (1). • Posture (1) to indicate enthusiasm (1). • Talking (1) to discuss ideas (1). • Written / score / notes (1) to convey complex directions (1) • Listening (1) to absorb ideas/take direction (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
<p>13(a)</p>	<p>Harry is a musical theatre performer. Harry is starring in a long run of shows, and is worried that he may injure himself by performing without warming up.</p> <p>Identify two warm-up techniques that Harry could use.</p> <p>Award one mark for each technique to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • stretches • rolls • massage • Jogging/skipping • vocal exercises • vocalisations • scales • tongue twisters. <p>Accept any other suitable response.</p> <p>Do not credit - practice / rehearse / unspecified activity (e.g. pulse raiser/workout).</p>	<p>2</p> <p>AO1=2</p>

<p>13(b)</p>	<p>Harry has argued with the director of the show in front of other performers during rehearsals. Harry realises that this was not professional and has apologised to the director.</p> <p>Explain why the following two skills are important as a performer.</p> <p>Award one mark for each reason and one mark for expansion to a maximum of 4 marks. (2x2).</p> <p>Working with direction</p> <ul style="list-style-type: none"> • A performer cannot easily be objective about their own work (1) so relies on the director's viewpoint to improve their performance (1). • The director is responsible for the whole production (1) whereas performers focus on their own role (1). • If one person does not respond to direction it will disrupt the other performers (1) which potentially means that the performance will be unsuccessful (1). • If a performer criticises the director it may cause other performers to lose confidence (1) which will negatively affect the performance (1). • Being able to work with others (1) leads to less conflict (1). • Not responding to direction is likely to cause stress (1) which will make for an unpleasant working environment (1). <p>Attitude</p> <ul style="list-style-type: none"> • If a performer is difficult to work with they may find that people do not employ them (1) which means that their career will suffer (1). • A confrontational attitude will cause stress (1) which may affect the health of all concerned (1). • Showing respect for others (1) helps to maintain good working relationships (1) • Positive attitude allows work to move forwards (1) to drive success of production (1) <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
<p>13(c)</p>	<p>Eileen works with Harry and is responsible for planning Harry's career, including negotiating contracts and collecting fees. Eileen is paid a percentage of Harry's income.</p> <p>State one name that is given to Eileen's role.</p> <p>Award one mark for:</p> <ul style="list-style-type: none"> • manager (1) • agent (1). 	<p>1</p> <p>AO2=1</p>

14	<p>Emily is a technician for a touring performance. Some performances on the tour are due to take place in multi-event spaces. The spaces are designed to cater for a variety of different purposes such as conferences and sports events.</p> <p>Explain one positive aspect and one negative aspect of using multi-event spaces as performance venues.</p> <p>Award one mark for each response and one mark for expansion to a maximum of 4 marks (2x2).</p> <p>Positive</p> <ul style="list-style-type: none"> • Likely to be accessibly designed (1) making load-in easy (1). • Likely to be accessibly located (1) encouraging audience to attend (1). • Likely to be able to cater for larger audience numbers (1) so potentially raising ticket sale income (1). • Provides 'blank canvas' (1) for variety of productions (1) <p>Negative</p> <ul style="list-style-type: none"> • Unlikely to have a stage in place (1) so will require additional equipment/materials (1). • Acoustics are likely to be compromised (1) so sound may be poor (1). • Lighting may not be suitable for performance (1) so may require additional equipment/changes to lighting design (1). • Not designed specifically for performance (1) so may be limited tech available (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
15	<p>Huan is a dancer who has been working on his next solo performance with a choreographer.</p> <p>Explain one reason why inventiveness is an important creative quality for a dancer, when working on a performance.</p> <p>Award one mark for each reason and one mark for expansion to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Allows the performer to contribute original ideas (1) to develop choreographed movements (1). • Allows the performer to bring their own identity to the performance (1) making performance more unique (1). • Allows performer and choreographer to discuss ideas (1) to develop performance further (1). • Unique performance developed (1) may attract audience (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

	Do not credit - references to improvisation / covering mistakes	
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<p>16(a)</p>	<p>The director of a musical theatre production is auditioning for new cast members.</p> <p>Safia is an experienced professional singer, who is interested in auditioning for a role, and wants to show she has all the skills required to work as a musical theatre performer.</p> <p>Explain how Safia could demonstrate two performance skills other than singing during her audition.</p> <p>Award one mark for each response and one mark for expansion to a maximum of 4 marks (2x2).</p> <ul style="list-style-type: none"> • Could read lines (1) to demonstrate acting skills (1). • Could learn a sequence of steps (1) to demonstrate dancing skills (1). • Could improvise (1) to demonstrate skills of characterisation (1). • Could perform a duologue or in a group (1) to demonstrate ability to perform with others (1). • Dance (1) • Act (1) <p>Accept any other suitable response.</p> <p>Credit examples of specific skills – e.g. characterisation, facial expressions but response must reference Dance or Acting to credit.</p>	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
<p>16(b)</p>	<p>Safia may be offered a contract to work as a performer if she auditions successfully.</p> <p>Explain one reason why it is important for a performer to check a contract before signing it.</p> <p>Award one mark for each response and one mark for expansion to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To ensure that they fully understand what is expected of them (1) to avoid any potential for future conflicts (1). • To understand what they can expect from their employer (1) to avoid disagreements (1). • To understand pay/holidays/intellectual property rights (1) to plan accordingly (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

16(c)	<p>Oscar works as a dresser for the musical theatre production.</p> <p>Describe one responsibility that a dresser would typically have during a production.</p> <p>Award one mark for each appropriate response to a maximum of one mark.</p> <ul style="list-style-type: none"> • Helping performers with costume changes. • Having costumes ready for changes. • Maintaining costumes. • Check for fit. • Liaising with wardrobe department. <p>Accept any other suitable response.</p>	<p>1</p> <p>AO2=1</p>
17(a)	<p>Perry is organising a performance event for charity in a town centre public park. Perry hopes to organise more events in the same space in the future.</p> <p>Perry has got the necessary agreement and licences from the local council and has agreed a curfew time of 10pm for the event to be finished.</p> <p>Explain one reason for putting a curfew in place for this performance event.</p> <p>Award one mark for each response and one mark for expansion to a maximum of 2 marks.</p> <p>Response should reference effect on event (i.e. complaint)_for expansion mark.</p> <ul style="list-style-type: none"> • Local residents may complain (1) if disturbed by noise (1). • If complaints are received (1) the licence may not be granted in future (1). • Local residents may complain (1) endangering the future of the event (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

17(b)	<p>As part of the agreement with the council, Perry has considered audience accessibility for the event.</p> <p>Identify two ways in which the event could be made accessible to all potential members of the audience.</p> <p>Award one mark for each consideration to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • wheelchair ramps • rest points/seating • quiet spaces • meeting points • accessible toilets • signed/video-captioned performances • audio guides • parking access. • signage • accessible paths • transport pick up (bus etc) / public transport nearby • help staff / marshalls <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1=2</p>
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<p>17(c) i</p>	<p>Table 1 shows the items of equipment that have been hired for the event and the cost of each.</p> <p>Analyse the data in Table 1 to calculate the total cost of equipment hire for the event.</p> <p>Award one mark for:</p> <p>Total cost of equipment: £1515</p>	<p>1 AO3=1</p>
<p>17(c) ii</p>	<p>Figure 1 shows the projected total income, the costs for the event, and the money raised for charity.</p> <p>Analyse the data in Figure 1. What percentage of the total income from the event will be donated to charity?</p> <p>Percentage of total income given to charity:</p> <p>Award one mark for:</p> <p>Percentage of total income given to charity: 25%</p>	<p>1 AO3=1</p>
<p>17(d)</p>	<p>Perry wants to find out about the sort of people who will potentially be in the audience so he can book performers that they will like.</p> <p>Identify three aspects of the audience demographic that Perry should consider.</p> <p>Award one mark for each response up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • age • gender • socio-economic group (may include: ethnicity, class) • disability • location <p>Accept any other suitable response.</p>	<p>3 AO1=3</p>

<p>17(e)</p>	<p>Tanveer is a singer in an ensemble.</p> <p>Perry has asked Tanveer and the ensemble to play at the event. The ensemble will need to rehearse before the performance but all the members are very busy.</p> <p>Explain two ways that Tanveer could use people management skills to organise a rehearsal.</p> <p>Award one mark for each response and one mark for expansion to a maximum of 4 marks (2x2).</p> <ul style="list-style-type: none"> • Contact all members (1) to check availability (1). • Create group diary (1) to show availability (1). • Create poll (1) to assess availability (1). • Find solutions to problems (1) to ensure availability (1). • Plan aims of rehearsal and communicate to the ensemble (1) to avoid time being wasted (1). • Make band aware of aims before rehearsal (1) to allow for preparation (1). • Communicate rehearsal times (1) to ensure all are aware (1) • Book suitable location (1) that all members can access (1) <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO3=2</p>
<p>17(f)</p>	<p>Perry thinks that promotional items will attract a bigger audience for the event. Perry has decided to run a competition on social media to allow people to win promotional items.</p> <p>State two promotional items that Perry could offer as prizes.</p> <p>Award one mark for each response to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • guest list/event tickets • passes (eg meet and greet, meal, VIP/backstage, free entry) • product (eg t-shirt, mugs, hats etc). <p>Award multiple types of passes or products.</p> <p>Accept any other suitable response.</p> <p>Do not credit - monetary prizes</p>	<p>2</p> <p>AO1=2</p>

17(g)	<p>Charlie runs a catering company and is providing food for performers during the event.</p> <p>Explain one factor that Charlie should consider when catering for the performers.</p> <p>Award one mark for each response and one mark for expansion.</p> <ul style="list-style-type: none"> • Number of performers (1) to ensure that enough food is available (1). • Dietary preferences (1) to ensure that vegetarian/vegan options are available (1). • Allergies (1) ensure that ingredient lists are available (1). • Ensure food is healthy (1) to avoid poor diet for performers (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>Mia is an experienced professional dancer. Mia has been offered a new role as a choreographer. Mia is undecided about taking the new role, as this means she would have to give up dancing professionally.</p> <p>Evaluate the advantages and disadvantages for Mia in changing her role.</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"> • Awareness of role requirements. <p>Subject-specific terminology</p> <ul style="list-style-type: none"> • May reference specific activities for performer and choreographer. <p>AO2 – Application of knowledge</p> <ul style="list-style-type: none"> • Commentary upon advantages of new role: <ul style="list-style-type: none"> - longevity of career - brings experience as dancer to role - less risk of career-ending injury - more creative role. • Commentary upon disadvantages of new role: <ul style="list-style-type: none"> - may miss performing - may not pay as well in short term - may be less social interaction and not as engaged with public - may lead to being less physically fit. <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> • Evaluation of career benefits (eg creativity versus financial). • Evaluation of personal benefits (eg longevity versus no performance). • Conclusive commentary. <p>Accept any other suitable response.</p>							

19	<p>Zi-Chung is a venue manager and needs to create an itinerary for a touring production, performing for one night in his venue.</p> <p>The venue’s technical staff want the performers to arrive at 9am to take part in a technical rehearsal. The performers are travelling overnight and do not want to arrive until the early evening, so that they can sleep in a hotel during the day of the performance.</p> <p>Evaluate the advantages and disadvantages of the performers arriving in the morning and analyse how Zi-Chung’s itinerary could ensure that the performance goes smoothly.</p>	6												
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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>												
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	<p>Indicative content:</p> <p>Relevant knowledge</p> <ul style="list-style-type: none"> • Awareness of itinerary and production requirements. <p>Subject-specific terminology</p> <ul style="list-style-type: none"> • May reference specific activities for performers/technical staff. <p>AO2 – Application of knowledge</p> <ul style="list-style-type: none"> • Commentary upon advantages of performers arriving early: <ul style="list-style-type: none"> - technical staff will be confident that equipment/sets are ok - performers will be onsite so unlikely to be late for performance - performers have opportunity to run through any material and warm up. • Commentary upon disadvantages of performers arriving early: <ul style="list-style-type: none"> - performers will be tired/irritable - long day for technical staff – leaving them tired for evening - performers may arrive late if travel delayed - venue will have to cater for performers all day - hotel costs will potentially be wasted. <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> • Evaluation of needs of technical staff versus needs of performers. • Evaluation of potential impact of performance. • Conclusive commentary – development of compromise solution. <p>Accept any other suitable response.</p>							

20	<p>Sarah is an actor and is looking for work. Sarah has a video of herself performing in various roles and a CV which she wants to use to promote herself to agents, directors and the general public.</p> <p>Evaluate how Sarah could use these promotional materials to reach her intended audiences.</p> <table border="1" data-bbox="295 481 1244 2065"> <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> <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> </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>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>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>
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	<p>Indicative content:</p> <p>Relevant knowledge</p> <ul style="list-style-type: none"> • Commentary upon nature of video/showreel and specific audiences. <p>Subject-specific terminology</p> <ul style="list-style-type: none"> • Reference to specific formats – social media, webpage, portfolio. <p>AO2 – Application of knowledge</p> <ul style="list-style-type: none"> • Commentary upon social media versus professional channels. • Commentary upon modification of material for specific audience (eg short edits for video streaming sites versus full show reel for directors, CV for agents). • Commentary upon differences between general public and professionals as audience. <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> • Analysis of potential costs and time versus success rate. • Analysis of potential difficulty in accessing target audiences. • Conclusive commentary. <p>Accept any other suitable response.</p>			

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