

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

**Assessment date:** 25 November 2020

**Paper Number:** P001201

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	13	19	25	31	41	51

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).

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### Standard of learner work

The majority of learners attempted questions in all sections of the assessment paper. Learner responses spanned the full range of available grades. Where learners had not attempted all questions, there were indications that learners had not undertaken preparation sufficiently for the external assessment or had run out of time. However, examiners noted that the vast majority of learners had made some attempt to respond to each question.

The Chief Examiner would like to draw the learners attention to the suggested time spend for each section, as highlighted in the paper, in order to plan their time most effectively. 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 their knowledge of the specification content. The Chief Examiner would like to emphasise the need for delivery of Unit 1 content prior to learners sitting the external assessment.

As per previous assessment windows, some learners had made notes on the paper and appeared to have returned to questions that they were less confident in answering, in line with good application of time management.

Learner responses are not assessed on handwriting or spelling in this paper. However, learners should bear in mind that written responses should be legible and structured in such a way to allow examiners to credit their work appropriately. As in previous windows it was noted that the majority of responses were legible, and that some learners had made appropriate use of scribes and word processors under accessibility arrangements.

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### 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 malpractice (for example, copying another learners work) will affect the outcome of 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 Assessments document.

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### Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

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

#### Section 1

In this section of the assessment paper 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 Q9 tested learners knowledge of expressive skills. The majority of learners were able to gain credit in these questions, with slightly less confidence evident in the identification of devising as a skill.

Q2 and Q7 asked learners to identify activities associated with roles, with the majority of learners being confident in identifying stewarding, but slightly less so with regards to the stage manager responsibility of calling cues. Responses to Q8 indicated that many learners were comfortable in defining CPD.

Many learners were able to correctly identify documents and processes related to live performance in Q3 and Q6, showing ability to recognise stage plans and load in as terms.

Some learners were less familiar with types of work and licensing in Q5 and Q4 respectively. This suggests that knowledge of industry may be less secure than knowledge of performance and associated skills.

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#### Section 2

This section contained 50 available marks across 8 full questions. Each question was placed in context of a vocationally relevant 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 two responsibilities of a singer in allowing a rehearsal to run smoothly. The majority of learners were able to provide one or more creditable responses, but not always expand successfully on these to achieve the full range of marks.

Learners were generally able to identify one or more pre-production role in Q11. A minority of learners lost the opportunity for credit by restating the given role of choreographer in their response.

Q12(a) in regards to understanding of social media was generally successfully answered, with many learners able to provide one of more benefits of an artist promoting themselves. A minority of learners slightly misunderstood the nature of the question and provided negatives to using social media. In Q12(b) many learners understood promotional roles, and were able to expand on their responses. Some learners did not carefully read the question and provided responses that did not relate to the press, and often continued one or more responses in regards to social media. It is important that learners consider the full context of questions to gain all available credit.

Q13 was split into three responses, which were placed in the context of a theatre. The majority of learners were able to identify tax as a financial payment in Q13(a), but were noticeably less confident in identifying national insurance. Many learners were able identify one or more activities undertaken by a sound technician during set up in Q13(b), although full explanations were not always well formed. Learners were not always confident with regards to the role of a sound designer in response to Q13(c) and in some cases had repeated given information in the question, which did not allow for credit.

Learners were often able to describe the function of Equity in Q14, although expansions were not always well defined. It was noticeable that the majority of learners were considerably less confident in knowledge of British Equity Collecting Society (BECS) and how this would relate to a performer.

Many learners were able to identify why phrasing is important in the context of a performer developing work in Q15, with learners who achieved less well tending not to expand on their responses. It was noted that learners did not always apply their responses in the given context of a musical performance, but may have considered phrasing in other disciplines.

Q16 asked learners to consider three responses in the context of the work of an agent. Learners were generally confident in how both a CV and showreel could be used to show skills and experience, but did not always creditably expand these responses. The majority of learners were able to suggest ways in which a baseline skills assessment could help a performer in an interview situation in response to Q16(b), although the responses were not always expanded logically. Many learners were able to identify one relevant way in which audience demographic could be measured in Q16(c) but some learners gave more general responses for example, 'counting the audience', which were often not creditable.

In Q17 learners were asked to answer a series of questions in the context of a tour. In Q17(a) the majority of learners recognised a potential hazard, but were often less clear on the implementation of a risk assessment in ensuring the safety of performers. Many learners were able to identify one or more items to be included on a technical specification in response to Q17(b), although it was apparent that some learners had confused this with a refreshment ride or similar document.

Q17c(i) and Q17c(ii) asked learners to make 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. Learners were generally less confident in identifying payments made to each musician in Q17c(ii) and often had not completed the second step of the required calculation to divide the total between the musicians.

Q17(d) asked learners to identify legal requirements of tour venues. The majority of learners were able to provide one or more creditable responses. It was noted that some responses, although creditable, were descriptive in nature, sometimes indicating a lack of familiarity with terminology.

Learners were often able to provide one or more benefit of using a booking agent in response to Q17(e) although expansions were not always fully formed.

In response to Q17(f) many learners were able to provide creditable responses regarding memorising material and improvisation in allowing musicians to play song requests. Some learners did not fully comprehend the question and responded in terms of wider audience engagement.

The majority of learners were able to identify one or more professional qualities for a performer in context in Q17(g). Some learners did not identify professional skills, but were able to consider skills as a performer.

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### Section 3

In this final section, learners were asked to respond to three long form questions, with a total of 21 marks available. This was 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, or produced limited responses 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 to this section continues to reduce.

Q18 asked learners to explore advantages and disadvantages of a musician signing a recording contract. Many learners were able to identify pros and cons for the musician, including commentary on potential financial considerations and creative issues. Learners who achieved well tended to expand upon ideas in context and provide a conclusion.

Many learners found Q19 challenging. Learners were often able to consider different potential types of merchandise, and go some way to relating this to the audience. Learners were generally less confident in explaining financial considerations of merchandising than in considering how merchandise would be used promotionally and sales platforms for merchandise. Conclusions were often limited in response to this question, which tended to limit the marks available.

Learners who achieved well in Q20 tended to demonstrate useful knowledge of potential funding sources and place these against touring costs in context. Learners who achieved less well tended to demonstrate less range of knowledge and consideration in context, and often did not answer conclusively.

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**Chief Examiner:** Graham Lees

**Date:** January 2021

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