

**Evidence and grading tracker for internally assessed unit**

**NCFE Level 2 Certificate in Creative Studies: Performance Skills 600/6990/9**

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| Learner Name: ……………………………………………………….  Learner Number: ……………………………………………………….  Centre Name: ………………………………………………………. |

|  |  |  |
| --- | --- | --- |
| **Unit number and title** | **Internal Moderator (signature and date)** | **External Moderator (signature and date)** |
| Unit 01 Developing skills for performance |  |  |
| Unit 02 Prepare and perform | Externally assessed | Externally assessed |
| Unit 03 Performance production in practice |  |  |
| Unit 04 Performance design and technology in context |  |  |

\*For completion if part, or all of the evidence has been sampled by the Internal and/or External Moderator



**Overview**

During your course your Teacher/Assessor will ask you to carry out work either in the classroom or at home, which you’ll keep as evidence of your learning.

The work you produce (evidence) will be assessed by your Teacher/Assessor to make sure you’ve covered everything in sufficient detail. Your evidence could be made up of a combination of:

* written work or class notes
* products or samples of practical work
* case studies
* simulated activities or role play
* learning logs
* video or audio recordings
* other appropriate formats suggested by your Teacher/Assessor.

When all your evidence is gathered together in a file or folder this becomes your portfolio.

Your centre and Teacher/Assessor may have systems that they use to plan and monitor your assessment. These may be computer-based (eg using ‘e-portfolio’ software) or paper-based (using forms or checklists). These systems are designed to show how each piece of evidence meets the learning outcomes and assessment criteria.

**External assessment**

In addition to your portfolio which includes the internally assessed units, you will also need to pass the externally assessed unit. The external assessment assesses the knowledge, skills and understanding in Unit 02 of this qualification. Your Teacher/Assessor will be able to provide more information about the external assessment.



**Information about this qualification**

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| --- | --- | --- |
| **Unit number and title** | **Mandatory/optional** | **Assessment** |
| Unit 01 Developing skills for performance | Mandatory | Internally assessed portfolio of evidence |
| Unit 02 Prepare and perform | Mandatory | Externally assessed assignment |
| Unit 03 Performance production in practice | Optional | Internally assessed portfolio of evidence |
| Unit 04 Performance design and technology in context | Optional | Internally assessed portfolio of evidence |

To be awarded the **NCFE Level 2 Certificate in Creative Studies: Performance Skills**, you are required to successfully achieve **2 mandatory units** and **1 optional unit**. This tracker contains all the internally assessed units.



**Planning and tracking your assessment**

The tracker will help you to record the work you’ve done and the work you still need to do to finish your portfolio. You need to complete this tracker for each mandatory unit and also the 2 optional units you’ve chosen to complete. In the evidence section, you should include the type of work you have produced (ie illustration, table, written work) and the portfolio page number.

It will also help your Teacher/Assessor, Internal and External Moderators find their way around your portfolio so they can check it. Your Teacher/Assessor will make sure you’re completing your tracker correctly.

You and your Teacher/Assessor and/or an independent witness must sign and date the individual pieces of work in your portfolio. Once you’ve completed each unit, you must sign to say that the work is your own, or that you have referenced it if it is someone else’s work. Your Teacher/Assessor will then grade and sign the declaration, to show that they’re satisfied you’ve completed it correctly.



**Unit 01 Developing skills for performance (M/504/0173)**

**The learner will:**

1 Be able to demonstrate and develop skills for performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 1.1 Assess baseline level of practical skills in chosen art form |  |  |  |  |  |
| 1.2 Identify current strengths and weaknesses |  |  |  |  |  |
| 1.3 Demonstrate the ability to develop and apply new skills |  |  |  |  |  |
| 1.4 Demonstrate safe working practices within chosen art form |  |  | N/A | N/A |  |

**The learner will:**

2 Know how to use practise to improve

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 2.1 Explain how participation in practice sessions can improve skills |  |  |  |  |  |



**Unit 01 Developing skills for performance (M/504/0173) (cont’d)**

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| --- | --- | --- | --- | --- | --- |
| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 2.2 Describe appropriate rehearsal techniques to use within action plans and schedules |  |  |  |  |  |
| 2.3 Demonstrate how to use action plans and schedules to acquire new skills |  |  |  |  |  |
| 2.4 Evaluate the impact of practice on practical skills development from baseline |  |  |  |  |  |

**I confirm this is all my own work.**

**Candidate signature: …………………………………………….**

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| **Teacher/Assessor comments: (please continue overleaf if necessary)** |



**Unit 01 Developing skills for performance (M/504/0173) (cont’d)**

**I confirm I have graded this work against the grading descriptors for the qualification.**

**Overall unit grade: ……………………………………………. Date submitted on the Portal: …………………………………………….**

**Teacher/Assessor Name: …………………………………. Signature: …………………………. Date: ………………………….**



**Unit 03 Performance production in practice (A/504/0175)**

**The learner will:**

1 Know how to carry out planning requirements for a performance production

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| --- | --- | --- | --- | --- | --- |
| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| * 1. Investigate the necessary planning requirements for a performance production |  |  |  |  |  |
| * 1. Identify appropriate materials/equipment required for a performance production |  |  |  |  |  |
| * 1. Present the planning requirements for a performance production |  |  |  |  |  |
| * 1. Evaluate the planning requirements based on feedback received |  |  |  |  |  |

**The learner will:**

2 Be able to take part in the development process for a performance production

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| --- | --- | --- | --- | --- | --- |
| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 2.1 Demonstrate involvement of their role in the development process for a performance production |  |  |  |  |  |



**Unit 03 Performance production in practice (A/504/0175) (cont’d)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 2.2 Demonstrate effective communication with other team members and/or event personnel as appropriate |  |  | **N/A** | **N/A** |  |

**The learner will:**

3 Understand the importance of planning and preparing for the creation of a performance production

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 3.1 Evaluate the strengths and weaknesses of the planning and preparation process of the performance production |  |  |  |  |  |

**I confirm this is all my own work.**

**Candidate signature: …………………………………………….**

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| **Teacher/Assessor comments: (please continue overleaf if necessary)** |



**Unit 03 Performance production in practice (A/504/0175) (cont’d)**

**I confirm I have graded this work against the grading descriptors for the qualification.**

**Overall unit grade: ……………………………………………. Date submitted on the Portal: …………………………………………….**

**Teacher/Assessor Name: …………………………………. Signature: …………………………. Date: ………………………….**



**Unit 04 Performance design and technology in context (F/504/0176)**

**The learner will:**

1 Understand the context of their chosen technical role

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| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 1.1 Describe how the chosen technical role impacts on the overall development and production process |  |  |  |  |  |
| 1.2 Identify the skillset required to carry out their chosen technical role |  |  |  |  |  |
| 1.3 Identify their current strengths and weaknesses in relation to the skillset |  |  |  |  |  |

**The learner will:**

2 Know the features of different performance spaces

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| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 2.1 Define the different areas of a performance space |  |  |  |  |  |



**Unit 04 Performance design and technology in context (F/504/0176) (cont’d)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 2.2 Give the positive and negative aspects of different types of staging in relation to their technical role |  |  |  |  |  |

**The learner will:**

3 Understand the requirements of a design brief for a production in relation to a chosen role

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| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 3.1 Identify the technical requirements of a design brief specific to their chosen role |  |  |  |  |  |
| 3.2 Create a technical design for the performance from the brief in relation to their chosen role |  |  |  |  |  |
| 3.3 Demonstrate effective communication with other team members when responding to the design brief |  |  |  |  |  |
| 3.4 Present the technical design ideas for feedback |  |  |  |  |  |



**Unit 04 Performance design and technology in context (F/504/0176)**

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| --- | --- | --- | --- | --- | --- |
| **The learner can** | **NYA** | **P** | **M** | **D** | **Evidence (inc portfolio page number and type of work)** |
| 3.5 Evaluate the strengths and weaknesses of the design |  |  |  |  |  |
| 3.6 Identify safe working practices for their chosen role in relation to the design brief |  |  | **N/A** | **N/A** |  |

**I confirm this is all my own work.**

**Candidate signature: …………………………………………….**

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| --- |
| **Teacher/Assessor comments: (please continue overleaf if necessary)** |

**I confirm I have graded this work against the grading descriptors for the qualification.**

**Overall unit grade: ……………………………………………. Date submitted on the Portal: …………………………………………….**

**Teacher/Assessor Name: …………………………………. Signature: …………………………. Date: ………………………….**



**Additional information**

NCFE is a leading provider of nationally recognised qualifications and is committed to delivering exceptional customer service. We’re based in Newcastle upon Tyne. If you’d like to know more about us please visit our website at [www.ncfe.org.uk](http://www.ncfe.org.uk/).

**Additional support requirements**

NCFE recognises that you might require additional support in order to achieve your qualification. This might be if you’ve a permanent or temporary disability, medical condition or specific learning need.

Your Teacher/Assessor will discuss the most appropriate method of support to meet your needs and may need to notify NCFE of the support they’re going to give you. This could be facilities to support reading or writing needs, hearing, visual or physical impairment; facilities to support a medical condition or temporary injury; or facilities to support you if your first language isn’t English.

For more information your Teacher/Assessor will be able to provide you with a full copy of NCFE’s Reasonable Adjustments and Special

Considerations Policy, or you can download it from [www.ncfe.org.u](http://www.ncfe.org.uk)k.

**Appeals or complaints**

If you’ve any queries or problems with your qualification you should first talk to your Teacher/Assessor, the Internal Moderator or another member of staff at your centre. If you’ve got a complaint about the way your work has been assessed, or the support you’ve been given, use your centre’s own appeals or grievance policy (ask your Teacher/Assessor for a copy).

For more information your Teacher/Assessor will be able to provide you with a full copy of NCFE’s Appeals and Enquiries about Results

Policy, or you can download it from [www.ncfe.org.uk.](http://www.ncfe.org.uk)

**Malpractice**

‘Malpractice’ is used to describe something a person does when they intentionally mislead somebody. An example may be copying somebody else’s work and passing it off as your own. Whenever we’re notified about a suspected or actual case of malpractice, we‘ll work with the centre to find out if and why malpractice happened and what we can do to sort it out.

If your centre suspects you’ve been involved in malpractice, we won’t be able to issue your certificate during the investigation. If we prove that malpractice has happened, you may have part of your assessment disallowed or, in serious cases, your final results may be void. This means you won’t receive a certificate or, if we’ve already issued you one, we’ll ask that you return it straight away.

For more information your Teacher/Assessor will be able to provide you with a full copy of NCFE’s Malpractice Policy, or you can download it from [www.ncfe.org.u](http://www.ncfe.org.uk)k.

**Equal Opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE’s Equal Opportunities Policy is available on request.

**Data protection**

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

NCFE

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