

## External Assessment Practice Paper 2

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

Prepare and perform

**This is NOT a live paper**

## **Time allowed**

### **30 hours**

There are 20 hours of preparation time. You'll work on Tasks 1 and 2 during this time.

There are 10 hours of timed external assessment. You'll work on Tasks 3, 4 and 5 during this time.

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PRACTICE

## **Guidance for candidates**

- Make sure you're familiar with the assessment criteria and grading descriptors for this unit. These are included at the back of this external assessment paper. If you're aiming for a Merit or Distinction it's particularly important that you're familiar with what these grades require, as you work through the tasks.
- Read the tasks carefully and make sure that you understand:
  - what you need to do to complete the assessment
  - what you need to submit
  - how much time you need to allow for each task.
- The Invigilator will explain where you will save your work between each external assessment session.

## **Instructions for candidates**

- Complete your personal details on your Front Cover Sheet.
- You **MUST** attempt all of the tasks to address all assessment criteria fully. You cannot achieve a Pass grade unless you meet the required standard in all the tasks.
- Make sure that all of your work (including preparation work and timed external assessment work) is clearly identified with your name, your centre number, your candidate number and relevant task numbers.
- All of the work you submit must be your own.
- At the end of the assessment hand all documents over to your Invigilator and/or ensure that any electronic work is saved in the relevant place.
- If you're using an external storage device to save your work, you should check that your work can be opened once you've transferred onto it.

## **Resources**

- In the timed assessment you may use all of the material you have produced during the preparation time.
  - You can use any specialist equipment needed for your performance.
  - You can use your school's intranet and the internet for the preparation tasks to support your research and inform your final piece of work; however you cannot copy directly from the internet. Any information used from the internet must be acknowledged in your work.
  - You can use the school's intranet for the timed external assessment tasks for the purpose of developing and hosting your rehearsal diary
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## External assessment

You have decided to apply for a place at a local college to study for a qualification in Performance Skills. You are very keen to apply for the course but there is a lot of competition for places.

To help support your application you have to supply a video recording of a performance piece that shows your skills as a performer in front of an audience. The college is also very keen to see how you prepare for your performance so they have asked you to provide them with evidence of the rehearsals and planning that lead up to your video recording.

Your performance could be on your own or in a group.

**These are the tasks you need to do in your preparation time:**

### Task 1

*You must ensure your work in Task 1 addresses assessment criteria: 1.1, 1.2 and 1.3. You can find these on page 9.*

- a) Decide on a performance piece and your role within it. The piece must allow you to demonstrate your skills at a Level 2 standard.

You may wish to explain:

- why you've chosen this piece rather than any other
- what it requires of you and any other performers
- what skills it allows you to demonstrate

If you work individually:

- your performance must be 3 to 5 minutes long
- you must be seen actively performing at an appropriate standard throughout.

If you work as part of a group:

- the overall performance may need to be longer than 5 minutes
- each member of the group must be seen actively performing at an appropriate standard for 3 to 5 minutes
- you will still be assessed individually.

- b) Research different ways in which your chosen piece can be performed.

You may wish to consider:

- techniques and practical skills used by other performers
- different ways of performing the piece
- why you think some ways of performing are better than others
- how your approach to your piece is influenced by your research
- any sound, light, prop and costume requirements.

c) Investigate the skills which your performance piece requires.

You may wish to consider any:

- particular challenges of the piece
- opportunities to demonstrate your particular skills
- different interpretations

Your evidence for Task 1 may include a report, presentation, video/audio recording, blog, podcast etc. It may be submitted on paper and/or digitally.

It's recommended that you spend around 10 hours on this Task.

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## Task 2

*You must ensure your work in Task 2 addresses assessment criteria: 1.4 and 1.6. You can find these on page 10.*

a) Develop your outline rehearsal schedule showing:

- what you plan to do and when, to make sure that everything is ready in time for your final video recording which you'll send to the college
- how your rehearsal schedule will allow you to tackle the more difficult aspects of your performance
- how you will consider the needs of your audience eg developing projection, timing, rhythm, pacing etc.

You may also want to consider:

- how you might need to prepare the performance for different contexts eg large audiences in a college theatre, video recorded in a small room.

b) Incorporate safe working practices into your rehearsal schedule eg mental and physical warm up, use of equipment, environmental factors, risk assessment and individual responsibility.

Your evidence for Task 2 may include a report, presentation, video/audio recording, blog, podcast etc. It may be submitted on paper and/or digitally.

It's recommended that you spend around 10 hours on this Task.

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**These are the tasks you need to do in your timed external assessment:**

### **Task 3**

*You must ensure your work in Task 3 addresses assessment criterion: 1.5.  
You can find this on page 10.*

Rehearse your chosen performance piece. You should use your rehearsals to develop and improve specific performance skills and techniques.

You may want to amend the rehearsal schedule that you created in Task 2 as your rehearsals progress.

Your evidence for Task 3 **must** include short video clips of your rehearsals showing a variety of performance skills and techniques in development. Your rehearsals should be an ongoing process and therefore evidence of more than one rehearsal should be evidenced in the video clips.

You **may** want to add a commentary on your rehearsals. You could talk to the camera or submit a report, activity log, presentation, audio recording, blog, podcasts etc. These may be submitted on paper and/or digitally.

It is recommended that you spend the majority of your time on this task during the timed external assessment.

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### **Task 4**

*You must ensure your work in Task 4 addresses assessment criterion: 2.1.  
You can find these on page 11.*

Perform your chosen piece in front of an audience. Your performance should show that you can:

- demonstrate performance skills at a Level 2 standard
- sustain concentration
- demonstrate projection
- demonstrate timing
- engage the audience.

You must make sure that in a group performance your contribution can be clearly identified.

Your evidence for Task 4 **must** be a video recording of your performance. The response of the audience must also be apparent in the recording.

The length of time spent on this task will depend on the length of your performance.

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## Task 5

*You must ensure your work in Task 5 addresses assessment criterion: 2.2.  
You can find these on page 11.*

- a) View your video and carry out an evaluation of:
- your performance on the video
  - the skills you've shown as seen on the video
- b) Identify ways to improve.

Your evidence for Task 5 may include a report, presentation, audio/video recording, blog, podcast etc. These may be submitted on paper and/or digitally.

It is recommended that you spend around 1 hour on this Task.

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## What you need to hand in after your external assessment

This checklist shows you what you need to submit for your assessment:

Evidence	Put a tick in the box below if you have created this and handed it in
Preparation work as detailed in tasks 1 and 2	
Timed external assessment work as detailed in tasks 3, 4 and 5	

You may submit your responses digitally or in hard copy.

All work that you submit electronically must be in a suitable file format, **which can be accessed by the Examiner.**

All the work you submit for the external assessment must be clearly identified with your name, your centre number, your candidate number and the task number to ensure the Examiner is able to grade it.

Make sure you've included and signed the candidate declaration on the Candidate Front Sheet.

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## Grading descriptors

The grading descriptors are detailed below. If you're aiming for a Merit or Distinction it's particularly important that you're familiar with what these grades require, as you work through the tasks

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Identify the performance piece and their role within it</b>	candidates identify the performance piece and their role within it	candidates show critical understanding in the identification of a performance piece and justify their chosen role within it	candidates demonstrate critical judgement in describing a range of roles within the performance piece, showing insight and perception in their choices
<b>1.2 Research performance styles for the chosen performance piece</b>	candidates research performance styles for the chosen performance piece	candidates demonstrate critical understanding in their research of styles, justifying the relevance to the chosen piece	candidates show critical judgement in exploring a range of styles, suggesting creative and insightful alternatives in the context of their chosen performance piece
<b>1.3 Investigate the requirements for the piece</b>	candidates investigate the requirements for the piece	candidates demonstrate critical understanding of the requirements of the piece justifying their suggestions	candidates show critical judgement in their exploration of the requirements of the piece showing insight and perception

## Grading descriptors (cont'd)

Assessment Criteria	Pass	Merit	Distinction
<b>1.4 Plan a rehearsal schedule taking into account the demands of the performance and the needs of the audience</b>	candidates plan a rehearsal schedule taking into account the demands of the performance and the needs of the audience	candidates plan a rehearsal schedule giving details of tasks and timings, demonstrating critical understanding in relating these to a particular audience	candidates demonstrate critical judgement in planning a rehearsal schedule, showing insight and perception in setting the performance in context for different audiences
<b>1.5 Rehearse the performance using technical skills</b>	candidates rehearse performance material using technical skills	candidates demonstrate a range of rehearsal exercises using a variety of technical skills	candidates show critical judgement in their application of a wide range of technical skills, demonstrating fluency and inventiveness over several performance rehearsals
<b>1.6 Identify safe working practices during rehearsal and performance</b>	candidates identify safe working practices during rehearsal and performance	no Merit for this AC	no Distinction for this AC

## Grading descriptors (cont'd)

Assessment Criteria	Pass	Merit	Distinction
<b>2.1 Perform the piece showing technical and performance skills, which must include:</b> <ul style="list-style-type: none"> <li>• <b>sustaining concentration</b></li> <li>• <b>demonstrating projection</b></li> <li>• <b>demonstrating timing during the performance</b></li> <li>• <b>engaging the audience</b></li> </ul>	candidates perform the piece showing technical and performance skills including sustaining concentration, demonstrating projection, timing during the performance and engaging the audience	candidates show a good level of technical and performance skills and the ability to engage with the audience, demonstrating an awareness of the importance of timing and projection	candidates show constant engagement with the audience through projection, timing and responsiveness throughout candidates' performances are creative and fluent, demonstrating excellence in their command of technical and performance skills
<b>2.2 Evaluate the performance and skills used with a view to improvement</b>	candidates evaluate the performance and skills used with a view to improvement	candidates demonstrate critical understanding in evaluating their performance and justify their suggestions for improvement	candidates show critical judgement in their exploration of a range of skills and provide perceptive and insightful explanations of the impact on and context within the performance, together with proposals for their self-improvement

This is the end of the assessment.