

External Assessment

NCFE Level 2 Certificate in Creative Studies:
Performance Skills

(600/6990/9)

Prepare and perform

Paper number: P000278

Marking window:

1 September 2015 – 20 November 2015

Time allowed

30 hours

The External Assessment is in 2 parts; A and B.

Part A - 20 hours

- You'll work on tasks 1 and 2 during this time.
- We advise that the following time is spent on each task, *however this is only a guide and these timings are flexible within the available 20 hours:*

Task 1	10 hours
Task 2	10 hours

Part B - 10 hours

- You'll work on tasks 3, 4 and 5 during this time.
- We advise that the majority of your time is spent on Task 3 *however this is only a guide and the timings are flexible within the available 10 hours.*

Sample

Instructions for learners

- Read the paper carefully and make sure you understand all of the instructions before you start work.
- 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.
- You can use the work developed during part A when producing your final outcome for part B.
- Make sure all the equipment and materials that you might need are available before you start any tasks.
- You might like to use the checklist at the end of this document to check all your work has been completed.
- All the work you submit for the external assessment must be clearly identified with your name, your centre number, your learner number and the task number so that the Examiner is able to grade it.
- All of the work you submit must be your own.

Guidance for learners

- Make sure you're familiar with the assessment criteria and grading descriptors for this unit. These are included along with the tasks in 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.

Resources

- You may use all of the material given within the external assessment paper.
- You may use any specialist equipment.
- In the invigilated assessment you may use all of the material you have produced during the supervised time.
- You can use your school's intranet and the internet in this assessment. Any information used from the internet must be acknowledged in your work.
- You may require the following resources when working through the tasks:
 - **Task 1** – Paper, pens, discs, memory sticks, Tablets, PC access/printer, research materials.
 - **Task 2** – Paper, pens, discs, memory sticks, Tablets, PC access/printer, research materials.
 - **Task 3** – Paper, pens, discs, memory sticks, Tablets, PC access/printer, research materials, rehearsal space, video/audio facilities, props, costumes, amplification/lighting facilities.
 - **Task 4** – Paper, pens, discs, memory sticks, Tablets, PC access/printer, performance space, video/audio facilities, props, costumes, amplification/lighting facilities and audience.
 - **Task 5** - Paper, pens, discs, memory sticks, Tablets, PC access/printer, research materials. Video playback facilities.

External assessment

Brief

A well-known theme park is offering opportunities for young people to perform in public.

This is very exciting and you're very keen to apply but there is a lot of competition for places.

You have to supply a video recording of a performance that shows what you can do in front of an audience. This must show you performing for between 3 and 5 minutes.

They're also keen to see how you prepare for your performance so you must provide them with evidence of the rehearsals and planning that lead up to your video recording.

The theme park is looking for either individual or group performers.

Sample

These are the tasks you need to do in part A:

Make sure that you separate and label each task clearly.

Task 1

You must ensure your work in Task 1 addresses assessment criterion: 1.1, 1.2 and 1.3. You can refer to the assessment criteria below the task.

- 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 perform one piece or several short pieces providing your performance meets the time requirements.

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 and all evidence must be your own work.

- 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.

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

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

Task 2

You must ensure your work in Task 2 addresses assessment criteria: 1.4 and 1.6. You can refer to the assessment criteria below the task.

An important skill of any performer is knowing how to rehearse. Create a rehearsal schedule to show how you will achieve a polished performance on the video which you will send to the theme park.

a) Present your outline rehearsal schedule showing:

- what you plan to do and when.
- how you plan to tackle the more difficult aspects of your performance.
- how you have considered the needs of both the theme park and likely audiences you may encounter if you were chosen to perform.

Your work from Task 1 may help with this. You should think about the skills you'll need and how you'll develop your skills. This could include; projection, timing, rhythm, diction and controlling the performance space etc.

b) Update your rehearsal schedule to clearly show the theme park how you have considered safe working practices for your rehearsals and your performance.

This may include the use of equipment, environmental factors, risk assessment and individual responsibility.

It's recommended that you spend around 9 hours on part a and 1 hour on part b.

Assessment criteria	Pass	Merit	Distinction
1.4 Plan a rehearsal schedule taking into account the demands of the performance and the needs of the audience	learners plan a rehearsal schedule taking into account the demands of the performance and the needs of the audience	learners plan a rehearsal schedule giving details of tasks and timings, demonstrating critical understanding in relating these to a particular audience	learners demonstrate critical judgement in planning a rehearsal schedule, showing insight and perception in setting the performance in context for different audiences
1.6 Identify safe working practices during rehearsal and performance	learners identify safe working practices during rehearsal and performance	no Merit for this AC	no Distinction for this AC

These are the tasks you need to do in part B:

These tasks must be done under invigilated conditions. You may use your work from part A when completing these tasks.

Make sure that you separate and label each task clearly.

Task 3

You must ensure your work in Task 3 addresses assessment criterion: 1.5. You can refer to the assessment criteria below the task.

Rehearse your chosen performance piece in line with the schedule you created in Task 2.

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

The theme park wants to see your progression as a performer so your evidence for Task 3 **must** include short video clips of your rehearsals showing a variety of performance skills and techniques you're developing.

The number of clips you provide as evidence is up to you. Your clips should show a variety of techniques and whether any particular areas of weakness you identified in Task 2 have been overcome.

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

Assessment criteria	Pass	Merit	Distinction
1.5 Rehearse the performance using technical skills	learners rehearse performance material using technical skills	learners demonstrate a range of rehearsal exercises using a variety of technical skills	learners show critical judgement in their application of a wide range of technical skills, demonstrating fluency and inventiveness over several performance rehearsals

Task 4

You must ensure your work in Task 4 addresses assessment criterion: 2.1. You can refer to the assessment criteria below the task.

The theme park wants to see that your performance has already been a success and therefore you must perform your chosen piece **in front of an audience of at least 6 people**.

Your performance needs to 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.

Remember that you must be seen performing for 3 to 5 minutes.

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

Assessment criteria	Pass	Merit	Distinction
2.1 Perform the piece showing technical and performance skills, which must include: - sustaining concentration, - demonstrating projection, - demonstrating timing during the performance, - engaging the audience.	learners perform the piece showing technical and performance skills including sustaining concentration, demonstrating projection, timing during the performance and engaging the audience	learners 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	learners show constant engagement with the audience through projection, timing and responsiveness throughout learners' performances are creative and fluent, demonstrating excellence in their command of technical and performance skills

Task 5

You must ensure your work in Task 5 addresses assessment criterion: 2.2. You can refer to the assessment criteria below the task.

- a) View your video and carry out an evaluation of:
- your performance on the video.
 - the skills you've shown on the video.
- b) Identify ways to improve. The theme park will be more likely to invite performers who can identify any areas that can be made better for future performances.

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.

Assessment criteria	Pass	Merit	Distinction
2.2 Evaluate the performance and skills used with a view to improvement	learners evaluate the performance and skills used with a view to improvement	learners demonstrate critical understanding in evaluating their performance and justify their suggestions for improvement	learners 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

What you need to hand in after your external assessment

At the end of the external assessment you'll hand in the following work to your Invigilator:

External Assessment Checklist		
		Tick
Task 1	Evidence to show: <ul style="list-style-type: none"> the performance piece(s) you've decided on. your role within it. your reasons for choosing this piece/role. your research into performance techniques. how you are going to perform your piece. the technical skills required for your piece. particular challenges of your piece. 	
Task 2	Evidence to show: <ul style="list-style-type: none"> your rehearsal schedule. that you have considered the needs of venue and audience in your rehearsal schedule. that you have considered health and safety in your rehearsals and performance. 	
Task 3	Evidence to show <ul style="list-style-type: none"> you've rehearsed your piece for performance. short video clips of your rehearsals. progress in your rehearsals. a variety of performance skills and techniques in video clips. 	
Task 4	Evidence to show: <ul style="list-style-type: none"> you've performed a piece to a live audience of at least six people showing technical and performance skills. a video of the performance. that you are performing for 3 to 5 minutes. you've demonstrated performance skills, sustained concentration, demonstrated timing/projection and engaged audience. 	
Task 5	Evidence to show: <ul style="list-style-type: none"> you've viewed your performance on video. you've carried out an evaluation of your performance. your evaluation of the skills used. you've identified ways to improve. 	

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

Make sure you've included and signed the learner declaration on the Learner Front Sheet.

You **must** make sure that the tasks are clearly separated and that each individual task is correctly numbered.

Any work that you submit electronically must be in a file format, which can be accessed by the Examiner. You may submit your responses digitally or in hard copy. If you submit digital work you must ensure it has been transferred appropriately to the storage media and the files can be opened.

This is the end of the assessment