

External Assessment

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

Paper number: P000394

Assessment window: **Sample Paper**

Centre name		Centre number	
Full name		Learner number	

Learner declaration:

I confirm that the work contained in this external assessment is all my own work.
I have not copied work from anyone else.
I have not copied work directly from handouts/internet/textbooks or any other publication.
If I have used a quote, then I have referenced this appropriately.
My full name above is my registered name with NCFE.

Learner signature:

Date:

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 for Task 3 and Task 5 are flexible within the available 10 hours:*

Tasks 3 and 4	9 hours, including 3-5 minutes performance
Task 5	1 hour

Instructions for learners

- Read the paper carefully and make sure you understand all of the instructions before you start work.
- Complete your name, your centre number and your learner number on the front of this external assessment paper.
- You must complete **all** parts within each task in order to address all the assessment criteria. You cannot achieve a Pass grade unless you meet the required standard for **all** the assessment criteria.
- 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.
- 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.
- All work for this external assessment must be completed at your centre within the supervised and invigilated timed sessions.

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.
- You might like to use the checklist at the end of this document to check all your work has been completed.

Resources

- You may use any specialist equipment.
- In Part B you may use all of the material you have produced during Part A.
- You can use 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 and 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. Specialist equipment: 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 local theatre is looking for performers to take part in a variety show.

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. This must show you performing for between 3 and 5 minutes in front of an audience.

They're also keen to see how you prepare for your performance, so you must provide them with evidence of your planning and of how you have developed your skills and the audience appeal of your performance in rehearsals.

The theatre managers are looking for either individual or group performers.

Part A

These tasks must be completed under **supervised conditions**.

Make sure that you separate and **label each task clearly**.

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

Task 1

You must ensure your work in Task 1 addresses assessment criteria 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. **Material which is too simple will not demonstrate this standard however well you perform it.**

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
- 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
- you 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.

Task 1: continued on the next page

Task 1 (cont'd)

c) Investigate the skills and techniques which your performance piece requires.

You may wish to consider:

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

Your evidence for Task 1 may include a report, presentation, video/audio recording, blog, podcast etc. If this evidence is electronic it must be printed out and securely attached to this external assessment paper. A video/audio recording must be submitted in an acceptable file format.

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.

Important skills for any performer are knowing how to rehearse as well as how to take into account the needs of the audience.

Create a rehearsal schedule to show the steps you will take to achieve a polished performance on the video which you will send to the theatre managers.

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 set out to prepare a performance which will engage your audience as well as impress the theatre managers who will view your video

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) Review and update your rehearsal schedule to show the theatre managers how you have considered safe working practices for your rehearsals **and your performance**.

This may include risk assessments, warm ups, use of equipment, environmental factors and individual responsibility.

Your evidence for Task 2 may include a report, presentation, video/audio recording, blog, podcast etc. If this evidence is electronic it must be printed out and securely attached to this external assessment paper. A video/audio recording must be submitted in an acceptable file format.

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

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**.

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

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 theatre managers want to see your **progression** as a performer. Your evidence for Task 3 **must** include short video clips of your rehearsals, showing how you develop a variety of performance skills and techniques.

The number of video clips you provide is up to you. Your clips should show a variety of techniques and skills being developed and improved. Simple repetition of the material is not sufficient. You may wish to use a spoken or written commentary to make clear what you are developing in each clip. The video/audio recording must be submitted in an acceptable file format.

It is recommended that you spend the majority of your time on this task during the timed invigilated 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 criterion below the task.

The theatre managers want 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. The video/audio recording must be submitted in an acceptable file format.

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, and 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 criterion below the task.

- a) View your video and carry out an evaluation of:
- how your performance works on the video
 - the skills you've shown on the video
- b) Identify ways to improve. The theatre managers will be more likely to invite performers who can identify ways they can improve for future performances.

Your evidence for Task 5 may include a report, presentation, audio/video recording, blog, podcast etc. If this evidence is electronic it must be printed out and securely attached to this external assessment paper. A video/audio recording must be submitted in an acceptable file format.

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			
	Evidence to show:		Tick
Task 1	a)	• the performance piece(s) you've decided on	
	a)	• your role within it	
	a)	• your reasons for choosing this piece/role	
	b)	• your research into performance techniques	
	b)	• how you are going to perform your piece	
	c)	• the technical skills required for your piece	
	c)	• particular challenges of your piece	
Task 2	a)	• your rehearsal schedule	
	a)	• that you have considered the needs of the audience in your rehearsal schedule	
	b)	• that you have identified safe working practices in your rehearsals and performance	
Task 3		• you've rehearsed your piece for performance	
		• short video clips of your rehearsals (no longer than 2 minutes each)	
		• progress in your rehearsals	
		• a variety of performance skills and techniques in video clips	
Task 4		• 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, timing, projection and engaged the audience	
Task 5	a)	• you've viewed your performance on video	
	a)	• you've carried out an evaluation of your performance	
	a)	• your evaluation of the skills used	
	b)	• you've identified ways to improve	

All the work you submit for the external assessment must be clearly identified with your:

- full name
- centre number
- learner number
- Task number so that the Examiner is able to grade it.

Make sure that you've signed the learner declaration on the front page of this external assessment paper.

All electronic evidence (apart from your videoed rehearsals and performance) must be printed out and securely attached to this external assessment paper.

Your rehearsals and performance must be saved in an acceptable file format which can be accessed by the Examiner. This should be the only evidence submitted electronically.

**This is the end of the external assessment.
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