

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

Assessment Window: 24 November 2021

Paper Number: P001402

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:

- Grade Boundary 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
0-19	20-24	25-29	30-34	35-44	45-55	56-80

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).

Standard of learner work

The quality and standard of the work was varied; some learners were able to offer confident and accurate responses which were well framed and considered. Some learners showed limitations in their understanding, commonly linked to not understanding what the question asked of them, and/or the technical terminology that has been used. It has been noted that the quality of work was mostly consistent within each centre, with recognisable patterns in response success.

The majority of learners attempted questions in all sections of the assessment paper. Learner responses spanned a wide range of available grades, however limitations appeared to be within section 3, where learners were required to produce evaluative responses. 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 learner's 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. Emphasis should be made on the technical terminology within the qualification specification, ensuring that learners are able to understand what the questions are asking of them. Additionally, learners should be encouraged to read each question carefully, noting any terms and command words that are stated.

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. There was a level of planning evident when working within section 3 of the paper. Learners that achieved well within this section ensured that they had offered a conclusion within their evaluations; being able to justify their responses with reasoning. Higher achieving learners tended to be able to offer reasoning for their answers across all sections, which allowed them to access the higher marks.

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 most responses were legible, and that some learners had made appropriate use of scribes and word processors under accessibility arrangements.

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. Within this window, it has been noted that some additional papers had not been labelled as per the requirements above and had been inserted into the paper without suitable labelling. Learners who are typing their responses due to access arrangements must also adhere to the correct labelling process.

Regulations for the Conduct of External Assessment

Malpractice

There were no instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on 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 Assessment document in this respect.

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. Many learners responded to all questions in this section.

In **Q1**, learners were assessed on a performance skill and the application of it. Most learners appear to have understood and answered this question confidently.

Q2 assessed learners' knowledge of professional qualities. Some learners appear to not be familiar with the difference in skills and qualities, or where specific traits lie.

Q3 had the knowledge of the roles and responsibilities within the sector assessed. There appeared to be less success from learners overall with this question. With many learners not knowing the responsibility of the Front of House.

Q4 questioned learner understanding of the stages of rehearsal. A common answer that was selected was not a part of the rehearsal process, which suggests that the question was not read carefully.

The majority of learners were able to successfully answer **Q5**, which was focused on avoiding injury; being able to identify warm up exercises was a suitable activity for prevention.

Q6 assessed the knowledge of public liability insurance, with a fair amount of learners being able to recognise this as the correct answer when confirming what protects performers legally when a member of the audience is injured.

Q7 had the lowest number of correct selections. Approximately half of the learners were able to describe National Insurance, with students often mistaking it for money either paid to an employer or insurance company. This question had the least successful responses out of the multiple-choice questions.

Within **Q8**, a limitation in the understanding of intonation was apparent. Students often selected fluency as the accuracy of pitch in playing or singing.

A fair majority were able to choose a showreel as the correct response for **Q9**, showing understanding of the visual item that would be sent to employers. Some students chose an audio product or blog as their response.

Section 2

This section contained 50 available marks across 7 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.

Q10 focused on the direction of performance roles, with a total of 8 marks available. learners were asked to identify why it was important for a dancer to respond to direction during rehearsals in **Q10a**. Most learners were able to provide one or more creditable responses, but not always expand successfully on these to achieve the full range of marks. **Q10b** focused on other performance roles and how they would respond to direction. Some learners selected roles that were not within performance, whilst others selected dancers again. This suggests that learners may not be reading the question carefully.

Q11 asked for learners to identify other items that would be included on a CV, other than name and contact details. Learners who were not successful with this question

often named variants of contact details, like address, email address and telephone number.

Q12 focused on promotion and pre-production, with a total of 6 marks available.

Q12a asked for learners to explain how a promoter might increase ticket sales for a pantomime by using posters and billboards. Less than half of the learners were able to answer this correctly. A high number of learners explained the impact of posters and billboards, rather than how they could be used. **Q12b** showed that most learners appeared confident when identifying pre-production roles, however, often did not expand on the way the role would help the pantomime develop. Unsuccessful responses often stated the job role as the basis of the description, such as the set designer designing the set. This response doesn't link into the scenario specifically, therefore does not allow learners to gain the full range of marks.

Q13 was split into three responses, worth up to 7 marks, and was focused on areas surrounding a theatre production. In **Q13a** a limited number of learners were able to identify different technical specifications that could be used to show equipment requirements within a theatre production. The expectation was for learners to identify items such as sound and lighting, however answers such as 'equipment list', 'cue sheet' and various job roles were common. **Q13b** required methods for planning for a rehearsal to be identified and explained. Many learners did not identify planning methods as their answers. Often, they stated actions that they would take, such as rehearsing their lines, which is not planning. This question appears to have been highly affected by learners not reading the question carefully. **Q13c** was the least successful out of the paper, with most learners being unable to give examples of people management skills. Students often identified what they perceive a manager does, rather than the people skills that are required.

Q14 asked for learners to explain why facial expression is important in a performance. Learners were often able to answer this confidently but may have been limited by not further elaborating on their reason. For example, often learners referenced emotion but without linking to why it is important.

Q15 was split into three responses, worth up to 7 marks, and was focused on the work surrounding a booking agent. **Q15a** had less than half of the learners gain full marks. The expectation was for learners to explain why specific performance spaces were suitable for musicians. As with other questions, there were some considerations made, but there was very little expansion. Some learners referred to having the sale of alcohol at a pub; this does not prove useful for a musical performance. Other learners referenced that there are big crowds at an arena, suggesting that the arena comes with the crowd. **Q15b** had limited success for most learners. This question asked learners to explain one way that networking will help to recruit performers for a concert. Many learners appeared to focus on the use of a social media network, rather than physical networking, of which the question relates to. Learners were asked to describe one way an advertiser might help with promoting gigs by musicians in **Q15c**. Learners who did not achieve well within this question often stated that the advertiser would advertise. Successful learners were able to offer an example of advertisement for this question, that was given in the form of a description.

Q16 was split into 8 questions, which totalled up to 18 marks. This group of questions were associated with the production of a Shakespeare play at an outdoor venue.

Q16a asked for learners to identify accuracy as the technical skill required to ensure precision and exactness, explaining why it would help within the play. There was limited success overall for this question, with learners not stating accuracy, therefore being unable to further achieve the marks offered for this question. Responses linked to technology, such as lighting and the use of a microphone were found, as well as some referring to rehearsals. Learners that were successful in stating accuracy often did not link their response to Shakespeare, which limited their additional marks.

Learners were then asked to identify the features of a risk assessment, including hazard and control measure, for **Q16b**. Very few students were able to differentiate between risk and hazard, and very few students used the term 'control measure'. Most often, learners did not respond as the question requested; they described the risks of each item. **Q16ci** was the most successful question within this window.

Learners were able to demonstrate their ability to complete a calculation, showing strong applications of maths skills. However, **Q16cii** appeared to be limited. This asked for learners to interpret a pie chart, and to be able to calculate costs. Some learners used the previous calculation from Q16ci to answer this question, not using the data that was provided. Other learners appeared to have used erroneous calculations, resulting in a larger figure than that of the total cost. **Q16d** was mostly successful, with learners being confident in naming advertising formats, other than posters and billboards. Learners that achieved less well often did not appear to read the question carefully, had stated posters and billboards in their responses.

Additionally, learners also stated adverts as an advertising format, which is not creditable. Learners were then asked to explain a problem that may affect sound quality outdoors for **Q16e**. Many learners offered a weather condition, with some being able to elaborate on how it will affect the sound. Learners that did not achieve well with this question offered generic technical issues, that were not specific to outdoor productions, so could not be awarded with a mark. **Q16f** questioned learners on their knowledge of creative qualities, such as imagination and inventiveness. A limited number of learners were able to achieve well with this question as they often referenced skills rather than qualities. Learners who were aware of qualities often did not elaborate further, so were unable to achieve the full range of marks for this question. **Q16g** asked learners to identify two other expressive skills, aside from facial expressions, that could be used to present a role to the audience. This question was more successful than Q16f, which shows that learners are more confident with the skills that the qualities within performance.

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 (Q17 and Q18) and one 9-mark question (Q19).

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.

A common theme throughout this section of the paper was that learners did not offer an evaluation within this section, such as offering a conclusion. This specifically limited learners, preventing them from accessing a higher range of marks.

Q17 asked learners to evaluate the health and safety considerations needed to protect dancers from injury during a performance. Learners were able to offer a range of risks and hazards that could be considered, as well as offering some control measures. Learners that achieved less well tended to focus on a limited range of considerations or focusing in one area. Other responses that did not achieve well focused on the audience or other areas that were not apparent during a performance. Learners who did achieve well were able to offer a conclusion and were able to expand upon their responses in context.

Q18 appeared to be challenging for learners. They were asked to evaluate how two different promotional materials could help to present a particular image to a casting agent. Although many appeared to be able to offer promotional materials as well as a description of each, few learners were able to develop their answers and focus on how they could help to present a particular image. Conclusions were limited for this question, which limited the marks available.

Learners that achieved well in **Q19** were able to evaluate why it is important to attend extra rehearsals as a short notice replacement conclusively, with a wide range of relevant knowledge that was detailed and accurate. These learners used all aspects of the scenario given and were able to consider the limitations of not attending the rehearsals. Those that did not achieve so well offered limited detail or were offering a range of similar points that did not show further consideration. A small number of learners suggested that the rehearsals should not be attended, which was not a creditable response. Conclusions were not made frequently, which limited the success of many students.

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Date: 2nd February 2022
