



## External Assessment

### NCFE Level 2 Certificate in Creative Studies: Performance Skills

(600/6990/9) Prepare and perform

Paper number: **Sample**

Assessment window: **Sample Paper (This is not a live paper)**

Complete your details below:

Centre name		Centre number	
Learner name		Learner number	
<b>Learner declaration:</b> 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.			
<b>Learner signature: Sample</b>		<b>Date: Sample</b>	

### Time allowed – 30 hours

The External Assessment is in two Parts: **Part A** and **Part B**.

*Examiner use only*

#### **Part A – supervised conditions**

- You will work on **Tasks 1, 2 and 3** during this time.
- We advise in the table below on time spent on each Task.  
*However this is only a guide and these timings are flexible within the available hours.*

#### **Part B – invigilated conditions**

- You will work on **Tasks 4 and 5** during this time.
- We advise in the table below on time spent on each Task.  
*However this is only a guide and these timings are flexible within the available hours.*

Task 1	Supervised	10 hours
Task 2	Supervised	10 hours
Task 3	Supervised	9 hours
Task 4	Invigilated	
Task 5	Invigilated	1 hour

- We advise that the majority of the 9 hours available for Task 3 and 4 is spent on Task 3.

AC	Grade
1.1	
1.2	
1.3	
1.4	
1.5	
2.1	
2.2	

**Instructions continue on the next page, please turn over.**

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## Instructions for Learners

- Read each **Task** carefully and check:
  - what you need to do to complete the assessment
  - how much time you need to allow for each Task
  - what evidence you need to submit
- You **MUST** attempt **all** of the Tasks to address all assessment criteria. You cannot achieve a Pass grade unless you meet the required standard in all the Tasks.
- All the work you submit for the External Assessment **must** be clearly identified with:
  - your name and learner number
  - centre name and centre number
  - Task number
- Make sure that you separate all Tasks 1, 2, 3, 4 and 5 and label each Task clearly.
- All work for this External Assessment **must** be completed within the supervised and invigilated timed sessions.
- All of your work **must** be handed in to your supervisor or invigilator between each timed session.
- You **must** use the checklist at the end of this document to check all your work has been completed.

## Resources

- You may use any specialist equipment required.
- You **can** use the internet in this assessment. Any information used from the internet **must** be acknowledged in your work.

## Evidence

- If your evidence is digital and requires it to be submitted electronically, it **must** be:
  - saved in an acceptable file format
- All other digital evidence **must** be:
  - printed out and securely attached to the external assessment paper

## Evidence Types

- Your evidence for **Tasks 1, 2 and 5** may include:
  - report
  - presentation
  - video/audio recording
  - blog
  - podcast
- Your evidence for **Task 3** **must** include:
  - a number of short video clips
  - submitted in an acceptable file format
- Your evidence for **Task 4** **must** be:
  - a video recording of your final performance
  - submitted in an acceptable file format

**DO NOT TURN OVER UNTIL YOU ARE INSTRUCTED TO DO SO BY THE SUPERVISOR OR INVIGILATOR.**

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## Brief

### Arts Charity Grant

A local Arts charity is offering grants to young performers. These grants are available to individuals or groups and will provide funding to put on a live performance to be showcased at a local Performing Arts event.

This is a very exciting opportunity and you are very keen to apply, but there is sure to be a lot of competition for grants.

You **must** supply a video recording of your final performance. This must show you performing in front of a live audience.

A panel of professional performers will make the decisions on who will receive a grant.

The panel is also keen to see how you have prepared for your performance, so you must also provide them with evidence of:

- your planning
- the rehearsal process, in which you have developed and improved:
  - your skills
  - the audience appeal of your performance

The organisers of the event are looking for either individual or group performers.

## Task 1

It is recommended that you spend around **10 hours** on this Task.

*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 on the next page.*

**a)** Decide on a performance piece and your role within it. You **must**:

- explain why you have chosen this piece rather than any other
- describe your role within the piece
- explain what the role requires of you
- describe what skills it allows you to demonstrate.

The performance piece you choose **must**:

- show you actively performing for up to a maximum of 5 minutes
- show you actively performing at an appropriate Level 2 standard.

You will be assessed solely on your own performance; that of any other performers will not be taken into account.

**b)** Research different ways in which your **chosen piece** could be performed, including:

- the techniques and practical skills used by other performers
- the different styles in which the piece could be performed
- the sound, lighting, prop and costume requirements.

**c)** Using your research, you **must** explain:

- why you think some styles in which to perform this piece are better than others
- how your approach to your piece will be influenced by your research
- what sound, lighting, prop and costume requirements your piece might have.

**d)** Investigate and discuss:

- the skills and techniques which your performance piece requires
- any particular challenges which the piece presents
- any opportunities to demonstrate your particular skills.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Identify the performance piece and their role within it</b>	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.
<b>1.2 Research performance styles for the chosen performance piece</b>	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.
<b>1.3 Investigate the requirements for the piece</b>	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

It is recommended that you spend around **10 hours** on this Task.

You **must** ensure your work in Task 2 addresses assessment criteria: 1.4 and 1.6.  
You can refer to the assessment criteria on the next page.

In this Task you **must** create a rehearsal schedule as you prepare your performance for the panel.

Your work from Task 1 may help with this.

**a)** Create your outline rehearsal schedule. It **must** show:

- the skills that you intend to develop as required by your performance, for example:
  - projection
  - timing
  - rhythm
  - diction
  - controlling the performance space
- 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 impress and satisfy:
  - the charity panel who will view your video
  - the different audiences that you may meet if you are chosen to perform.

**b)** In your rehearsal schedule, identify in detail the safe working practices you will plan for in your rehearsals and performance. These may include, for example:

- risk assessments
- warm ups
- use of equipment
- environmental factors
- individual responsibility.

**c)** Review and update your rehearsal schedule as your performance develops.



<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.4 Plan a rehearsal schedule, taking into account the demands of the performance and the needs of the audience</b>	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.
<b>1.6 Identify safe working practices during rehearsal and performance</b>	Learners identify safe working practices during rehearsal and performance.	No Merit for this AC.	No Distinction for this AC.

### Task 3

It is recommended that you spend around **9 hours** on this Task. Remember to save some of this time to record your final performance piece in Task 4.

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

The panel wants to see evidence of your **progression** as a performer.

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

You **must**:

- develop and **improve** a **range** of specific performance skills and techniques
- create short video clips capturing your rehearsals
- use written and/or verbal commentary to identify your performance skills and techniques and explain how these are being developed.

**Note:**

- each video clip you submit **must be no longer than 2 minutes**
- the number of video clips you submit is up to you
- your clips **must** show you **developing and improving** a variety of techniques and skills; simple repetition of the material is not sufficient.

Assessment criterion	Pass	Merit	Distinction
<b>1.5 Rehearse the performance using technical skills</b>	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

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

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

You are now ready to make your video recording for the panel.

The panel wants to see that your performance has already been a success, so you must perform your chosen piece in front of a live audience of at **least 6 people**.

Your evidence for Task 4 **must** be a **video recording** of this performance.

You **must** make sure that:

- the response of the live audience is apparent in the recording
- if you perform as part of a group, you are clearly identifiable to the examiner
- you are performing for up to a maximum of 5 minutes.

Your performance **must** show that you can:

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

Assessment criterion	Pass	Merit	Distinction
<b>2.1 Perform the piece, showing technical and performance skills, which must include:</b> - <b>sustaining concentration</b> - <b>demonstrating projection</b> - <b>demonstrating timing during the performance</b> - <b>engaging the audience</b>	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

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

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

The panel will be more likely to offer grants to performers who can show how they will improve for future performances.

a) View your video from Task 4 and carry out an evaluation of:

- how well your performance works
- the skills that you have shown.

b) Identify ways to improve a range of skills and justify your suggestions.

Assessment criterion	Pass	Merit	Distinction
<b>2.2 Evaluate the performance and skills used with a view to improvement</b>	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 will hand in the following work to your Invigilator:

External Assessment Checklist			Tick
Task 1	a)	Evidence of your chosen performance piece and your role within it.	
	b)	Evidence of research of the various ways your chosen piece could be performed.	
	c)	Evidence of your explanation.	
	d)	Evidence of investigation and discussion.	
Task 2	a)	Evidence of a rehearsal schedule.	
	b)	Evidence that you have identified safe working practices within your rehearsal schedule.	
	c)	Evidence of reviewing and updating of your rehearsal schedule.	
Task 3		Evidence of rehearsals and the development of a range of performance skills and techniques, to include video evidence and written or verbal commentary explaining how these are being developed.	
Task 4		Video evidence of your final performance, performing in front of a live audience.	
Task 5	a)	Evidence of your evaluation of your performance.	
	b)	Evidence you have identified ways to improve a range of skills with justification for your suggestions.	

All the work you submit for the External Assessment **must** be clearly identified with your:

- full name
- centre name and number
- learner number
- Task number.

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

### Submitting your evidence

**Your rehearsals (Task 3) and your performance (Task 4) must be saved in an acceptable file format, which can be accessed by the Examiner. This should be the only evidence submitted electronically.**

All other electronic evidence **must** be printed out and securely attached to this External Assessment paper.

**Note:** each video clip for Task 3 **must** be **no longer than 2 minutes**.

**This is the end of the External Assessment.**