

# all you need to know.

## **Qualification Specification**

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

Issue 9 April 2018

# Contents

## Section 1

Qualification overview Page 4

## Section 2

Assessment and moderation Page 16

## Section 3

Grading Page 25

## Section 4

Structure and content Page 31

## Section 5

Synoptic assessment Page 58

## Section 6

Mapping to Literacy, Numeracy and ICT Page 60

## Section 7

Links to National Occupational Standards Page 69

## Section 8

Grading criteria glossary of terms Page 72

## Section 9

General information Page 75

# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about the qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Creative Studies: Performance Skills.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website [www.ncfe.org.uk](http://www.ncfe.org.uk).

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Creative Studies: Performance Skills.

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### About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/6990/9

This qualification forms part of a suite of qualifications which have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge and practical skills
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

The qualification features on the DfE list of approved Technical Award qualifications for Key Stage 4 performance tables.

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### Things you need to know

- Qualification number (QN): 600/6990/9
- Aim reference: 60069909
- Total Qualification Time (TQT)\*:210
- Guided learning hours (GLH): 120 plus a 30 hours external assessment
- Level: 2
- 25% of the qualification's content is externally assessed
- Assessment requirements:
  - Internally assessed and externally moderated portfolio of evidence and externally set and assessed question paper and practical assessment.

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### \*Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### Qualification purpose

This qualification is designed for learners who may be interested in the performance industry. The focus of the qualification is on the learner's ability and desire to perform.

This qualification aims to:

- focus on an applied study of the performance skills industry
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- acquire and develop fundamental practical skills
- focus on performance ability by developing critical awareness
- provide an opportunity to develop existing skills relating to the performance industry.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- awareness of the need to have suitable warm-up routines and safe working practices for physical activities
  - function more effectively as an independent learner in developing new skills
  - realistic self-evaluation of skills and progress through a reflective process
  - develop confidence in communicating effectively with an audience
  - the importance of team work and mutual support
  - use problem-solving skills in a practical context.
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### Entry guidance

There are no specific recommended prior learning requirements for this qualification.

This qualification has been developed for learners aged 14-16 in schools and colleges but is also accessible for learners post-16.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of the qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding levels.

For learners that have already achieved at Level 1, and then progress to a Level 2 qualification with the same discount code, **the first entry only** will be the one that counts in the performance tables. Centres should be mindful of this in their planning.

If a learner has undertaken the majority of the Level 2 qualification, but for any reason is not able to fully achieve it, centres can transfer these learners to the corresponding Level 1 qualification and map prior learning from the Level 2. For more information please contact the External Quality Assurance team.

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## Achieving this qualification

This qualification consists of:

Unit number and title	Mandatory/optional	Assessment
Unit 01 Developing skills for performance	Mandatory	Internally assessed portfolio of evidence
Unit 02 Prepare and perform	Mandatory	Externally assessed assignment
Unit 03 Performance production in practice	Optional	Internally assessed portfolio of evidence
Unit 04 Performance design and technology in context	Optional	Internally assessed portfolio of evidence

To be awarded the NCFE Level 2 Certificate in Creative Studies: Performance Skills, learners are required to successfully complete **2** mandatory units and **1** optional unit.

The learning outcomes and assessment criteria for each unit are provided in Section 4 (page 29).

To achieve the NCFE Level 2 Certificate in Creative Studies: Performance Skills, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

Learners must achieve a minimum of a Pass in all assessment criteria within a unit in order to pass the unit as a whole.

If a minimum of a Pass is not achieved in one or more of the assessment criteria, the learner will receive a grade of 'Not Yet Achieved' for the unit. If a learner does not achieve a minimum of a Pass in all units, they will receive a grade of 'Not Yet Achieved' for the overall qualification.

A Unit Certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 3 (page 24).

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### Progression opportunities

Learners could progress to this qualification from:

- other NCFE Level 1 qualifications:
  - NCFE Level 1 Certificate in Performance Skills

Learners who achieve this qualification could progress onto other V Cert qualifications, such as:

- NCFE Level 2 Certificate in Creative Studies: Art and Design
- NCFE Level 2 Certificate in Creative Studies: Graphic Design
- NCFE Level 2 Certificate in Creative Studies: Interactive Media
- NCFE Level 2 Certificate in Creative Studies: Music Technology

or further Level 2 or 3 qualifications, A levels and GCSEs:

- Level 3 qualifications (including Advanced GCE) in Performing Arts related subjects
- NCFE Level 3 Diploma in Managing a Music Business Enterprise
- NCFE Level 3 Awards in Employability Skills
- AQA Level 2 GCSE in Performing Arts
- WJEC Level 2 GCSE in Performing Arts

It may also be useful to those studying qualifications in the following sectors:

- Theatre
  - Set design.
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### Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](http://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

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### Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant expertise and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

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### Resource requirements

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the assessment criteria. NCFE does not stipulate the software packages or equipment centres should use. However, centres must offer learners access to software packages and equipment appropriate to performance skills.

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## Support for learners

### Evidence and Grading Tracker

We've produced an Evidence and Grading Tracker for each internally assessed unit to help learners keep track of their work and to help Teachers reach a judgement on the overall unit grade.

They can be downloaded free of charge from our website [www.ncfe.org.uk](http://www.ncfe.org.uk). You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

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## Support for centres

There are a number of documents available that you might find useful. These are available to download from our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or can be requested from the Centre Support team on 0191 239 8000 or by emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

### Assessment and Moderation Handbook for Schools

This guide describes the moderation process so that you can be aware of what systems and processes you should have in place.

### Regulations for the Conduct of External Assessments – V Certs

This is designed to assist centres in the correct administration of the external assessment component of NCFE V Cert qualifications.

### Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers, including learners, who use our products and services and who submit requests for reasonable adjustments and special considerations.

### **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

### **Fees and Pricing**

This document is published in the spring for the forthcoming academic year.

### **Training and support**

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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### Learning resources

NCFE has produced a sample portfolio to help Teachers to benchmark their learners' achievements.

Please visit the NCFE website [www.ncfe.org.uk](http://www.ncfe.org.uk) for more information.

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### Mapping to Literacy, Numeracy and ICT

For this qualification we've provided mapping to Literacy, Numeracy and ICT.

This qualification can be used to develop learners':

- Literacy skills
- Numeracy skills
- Information and Communication Technology skills (Functional Skills)

Section 6 (page 57) shows how the units of these qualifications relate to the skills above.

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### Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 2 Certificate in Creative Studies: Performance Skills has been mapped against the relevant Creative and Cultural Skills' standards. More detailed mapping is provided in Section 7 (page 66).

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### School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website <http://register.ofqual.gov.uk/> for further information.

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## Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- <http://www.bbc.co.uk/careers/work-experience/>
  - <http://creativeskillset.org/>
  - <http://www.hse.gov.uk/youngpeople/workexperience/index.htm>
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## Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving, to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may benefit from some work-specific enhancements. For more information please go to our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

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# Section 2

## Assessment and moderation

## Assessment and moderation

### How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment for the NCFE Level 2 Certificate in Creative Studies: Performance Skills consists of 2 types of assessment:

- internal assessment – portfolio of evidence. This will be graded by centre staff and externally moderated by NCFE
- external assessment – assignment. This will be graded by NCFE.

Learners must be successful in **both** types of assessment to achieve the qualification.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve a unit, this applies to both internal and external assessments. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

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### Internal assessment

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4 (page 29).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the [Internal assessment writing and delivery: Guide for centres](#) on our website.

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### Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our website in the document [Internal assessment writing and delivery: Guide for centres](#).

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### Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document [Internal assessment writing and delivery: Guide for centres](#).

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## Presenting evidence

### Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

The use of word frames/templates provided by Teachers which give learners an advantage at meeting the assessment criteria must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Moderator for advice prior to using them. If, on your moderation visit, your External Moderator identifies that a word frame/template has been used which gives learners an advantage at achieving the assessment criteria, then the evidence will not be accepted and the unit grade may be rejected.

### Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Examiner/Moderator.

The recorded evidence should allow the learner to demonstrate the assessment criteria clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Examiner/Moderator will need to be able to see how each learner being assessed has contributed and met the assessment criteria.

To help our Examiners and Moderators to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact timing of the start and finish times so that the Examiner/Moderator can go straight to that spot on the tape/recording
- a running order list **and** a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Examiner/Moderator to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence starts:** 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Teachers, parents and friends

#### **Band 1:**

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blond hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

#### **Choir:**

Kay Bell (brown hair, back row, 3rd from left)

Jane Pattison (blond hair, back row, 5th from left)

Michael Davies (brown hair, front row, 3rd from right)

If learners are not clearly identified, NCFE may not be able to moderate or examine the work.

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### **Late submissions**

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

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### Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Moderator to ensure consistency with national standards. See our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected the centre must resubmit the grades discussed and agreed with the External Moderator at the moderation visit. The External Moderator will then accept these new grades in line with their discussion. This will count as the learner's first submission for the unit. The work must then be standardised within the centre to ensure Assessors and Internal Moderators are clear on the standard required.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to resubmit the updated grade to NCFE for further external moderation. Learners are only permitted one resubmission of internally assessed work.

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### Why would the unit grades be rejected by an External Moderator?

This would occur if the External Moderator did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to resubmit grades as agreed at the Moderation visit.

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### External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills based on Unit 02 of the qualification.

Learners must be taught the unit content prior to sitting the external assessment

The external assessment should be independent from the teaching of the unit. Any stimulus material used by the centre or work completed during the teaching of the unit cannot be used as evidence in the external assessment.

The external assessment is administered under specified assessment conditions and will last for 30 hours.

The external assessment for this qualification consists of 2 parts. There are different levels of control that need to be applied to each.

The external assessment is split as follows:

- Part A - 29 hours' Teacher supervision time – there will be specific tasks that learners must complete within this time. The completion of the preparation tasks must be supervised by the Teacher and can be carried out in the normal classroom environment
- Part B - 1 hour of invigilated external assessment – there will be specific tasks that learners must complete within this time. These tasks must be done under timed external assessment conditions and must be invigilated in accordance with the Regulations for Conduct of External Assessment – V Certs, which can be found on the NCFE website [www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations](http://www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations).

Centres may manage the 30 hours (this includes the Teacher supervised time and the invigilated time) as 2 sessions or a series of shorter sessions (eg 10 x 3-hour sessions) outside of the teaching time for the unit.

The tasks must not be altered in any way by the centre.

To access the external assessment, centres need to ensure that learners are entered for the external assessment prior to the beginning of Part A. The assessment material must be given to learners to allow Part A to take place prior to Part B of timed external assessment.

**Further instruction on how to administer the external assessment and the conditions under which it must be sat will be sent out with the external assessment materials.**

There are 2 assessment windows during the year. Please refer to the assessment windows on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for specific dates.

Centres are free to choose the date, time and location of the assessment at any time within the chosen assessment window.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment in a different assessment date you will need to contact your Centre Support Assistant and arrange a transfer of entry.

**Centres must enter learners at least 10 working days in advance of the assessment date. Late entries cannot be accepted.**

The external assessment material will be sent out in time for the start of your chosen assessment window. The material must be kept secure at all times between the assessment periods.

You must return the External Assessment Register and learner work to NCFE one working day after the external assessment has taken place. The last date that NCFE will accept learner work for a specified assessment window is by that assessment window's cut-off date.

**Please note: the 'cut-off date' is the last day that returned scripts will be accepted by NCFE for the specified assessment window.**

Learners are entitled to one resit, which will be chargeable. This means that learners can have a total of 2 attempts at the external assessment. 'Did Not Attend' will not be classed as an attempt at the external assessment. If you know before the assessment window opens that a learner is no longer able to sit the external assessment please contact NCFE to cancel or transfer the entry to a different assessment window.

On completion of their assessment learners must sign the assessment declaration on the Learner Front Sheet to declare that the work produced is their own.

For guidance on conducting external assessments, please refer to the Regulations for the Conduct of External Assessments – V Certs, available from our website [www.ncfe.org.uk](http://www.ncfe.org.uk), or contact the Quality Assurance team on 0191 239 8000.

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## Moderation

### Internal moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

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### External moderation

External moderation of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of learners with NCFE.

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Centre Support Guide.

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# Section 3

## Grading

## Grading

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve that unit. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

### Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement, see Section 8 (page 69).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external moderation process. This is known as 'banking' units.

### Grading the external assessment

NCFE will assess and award the learner's external assessment grade using grading descriptors similar to those used for other units.

### Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit. The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction\*.

A Distinction\* grade will be awarded to learners who have consistently achieved a Distinction grade in every unit which demonstrates the learners' high standard of knowledge, understanding and skill at Level 2.

Learners are required to successfully achieve 2 mandatory units (one of which is an external assessment) and 1 optional unit. This equates to 3 grades to be aggregated.

The table below shows how the accumulation of each unit grade and external assessment grade are aggregated to form the overall qualification grade.

Unit grades			Final qualification grade
P	P	P	P
M	M	M	M
D	D	D	D*
P	P	M	P
P	P	D	P
P	M	M	M
M	M	D	M

P	D	D	M
M	D	D	D
P	M	D	M

### Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from learners at each grade.

<b>Not Yet Achieved</b>
The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
<b>Pass</b>
To achieve a Pass grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
<b>Merit</b>
To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.

**Overall qualification grading descriptors (cont'd)**

<b>Distinction</b>
To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.
<b>Distinction*</b>
The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

# Section 4

## Structure and content

## Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional
- an indication of how the unit is assessed.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- range (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors.

The regulators' unit reference number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

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## Unit summaries

### Unit 01 Developing skills for performance (M/504/0173)

This unit provides an opportunity for learners to assess the skills required for their chosen art form and explore the benefits and practicalities of skills development. Learners will understand the importance of rehearsals in the development of their skills.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

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### Unit 02 Prepare and perform (T/504/0174)

This unit develops the understanding and effectiveness of preparing for, taking part in and evaluating a performance, taking into consideration the needs of the audience.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **externally** assessed

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### Unit 03 Performance production in practice (A/504/0175)

This unit develops the learner's understanding of the practical and organisational processes that surround the successful staging of a performance. It develops an understanding of the co-operative nature of a production team and enables the learner to get involved in the development process.

Guided learning hours: 60

Level: 2

This unit is **optional**

This unit is **internally** assessed

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### Unit summaries (cont'd)

#### **Unit 04 Performance design and technology in context (F/504/0176)**

This unit develops the learner's knowledge of how design and production skills contribute to an overall performance product. This unit may cover costume, prop and set, sound or lighting. Learners will explore different technical roles and assess the impacts these roles have on the overall development and production process. Learners will also explore the requirements of a design brief for a production and create a technical design in relation to the brief.

Guided learning hours: 60

Level: 2

This unit is **optional**

This unit is **internally** assessed

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## Unit 01 Developing skills for performance (M/504/0173)

### The learner will:

- 1 Be able to demonstrate and develop skills for performance

### The learner can:

- 1.1 Assess **baseline level** of **practical skills** in chosen art form
  - 1.2 Identify current strengths and weaknesses
  - 1.3 Demonstrate the ability to develop and apply new skills
  - 1.4 Demonstrate safe working practices within chosen art form
- 

### The learner will:

- 2 Know how to use practice to improve

### The learner can:

- 2.1 Explain how participation in practice sessions can improve skills
  - 2.2 Describe appropriate rehearsal techniques to use within action plans and schedules
  - 2.3 Demonstrate how to use action plans and schedules to acquire new skills
  - 2.4 Evaluate the impact of practice on practical skills development from baseline
- 

## Range

- 1.1 **Baseline level:** the level of skill at the starting point of this unit

**Practical skills:** physical/technical/mental/expressive skills technique for effective performance

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## Unit 01 Developing skills for performance (M/504/0173) (cont'd)

### Assessment guidance

**Type of evidence:** reflective learner diary

**Assessment criteria:** 1.1–1.4, 2.1–2.4

**Additional information:** this should consist of both preparation for and reflections upon activities identified to develop technique. The diary can be in any format - written, audio or video - and may use internet techniques such as blogs and websites. There should be an assessment of present strengths and weaknesses and an action plan for improvement and how progress can be evaluated.

The finished product should be used as a means of confirming that the learner's understanding of the process involved in developing techniques has been effectively applied. However, it should not be used in isolation as evidence of process and a video diary containing 2 or 3 clips of skills being developed would be ideal evidence for these assessment criteria. Safe working practices could also be evidenced in this way.

Practical skills might include: projection, breathing, vocal range, received pronunciation, gesture, intonation, phonation, vocal clarity, posture, balance, movement, physical, agility/versatility/flexibility, adaptability, timing, rhythm, pacing, stage presence, spatial awareness, characterisation, interaction, listening, memorising, reading music, conveying emotional states, focus/concentration, sustaining character, motivation, interacting with audience, improvisation skills, stage combat, non-verbal communication, sustaining momentum of performance.

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**Type of evidence:** observation

**Assessment criteria:** 1.3, 1.4, 2.3, 2.4

**Additional information:** the Teacher observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learner's performance.

Several assessment criteria may be assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre.

**Unit 01 Developing skills for performance (M/504/0173) (cont'd)**

**Type of evidence:** practical work

**Assessment criteria:** 2.1–2.3

**Additional information:** from their practical work in this unit, learners should be able to demonstrate the skills required for good practice and understand that mere repetition does not always result in improvement. Learners should be encouraged to use timed action plans and schedules to acquire new skills, and should also identify other methods they may use to secure improvements. The use of video, observation and feedback are all relevant tools.

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**NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further information about internal assessment, please see the guidance on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or contact the Quality Assurance team.**

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## Grading descriptors – Unit 01 Developing skills for performance (M/504/0173)

Assessment criteria	Pass	Merit	Distinction
1.1 Assess baseline level of practical skills in chosen art form	Learners evaluate their current level of practical skills in the chosen art form	Learners demonstrate critical understanding in detailing ways in which they could improve their skills	Learners explore additional practical skills not directly associated with but which support the chosen art form
1.2 Identify current strengths and weaknesses	Learners identify strengths and weaknesses in their practical skills	Learners justify their analysis and detail ways to enhance their strengths and confront weaknesses	Learners demonstrate critical judgement in identifying their strengths and weaknesses and put forward an insightful programme for self-improvement
1.3 Demonstrate the ability to develop and apply new skills	Learners apply and develop new skills	Learners demonstrate critical understanding of new skills and their relevance and importance for their chosen art form	Learners explore and use a range of additional practical skills not directly associated with but which support the chosen art form, with insight and perception
1.4 Demonstrate safe working practices within chosen art form	Learners demonstrate safe working practices within their chosen art form	No Merit for this AC	No Distinction for this AC
2.1 Explain how participation in practice sessions can improve skills	Learners explain how participation in practice sessions can improve skills	Learners demonstrate critical understanding of the importance of practice sessions in improving skills and justify their choices	Learners show critical judgement in evaluating their performance during practice sessions and identify appropriate activities to improve skills

## Grading descriptors – Unit 01 Developing skills for performance (M/504/0173) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>2.2 Describe appropriate rehearsal techniques to use within action plans and schedules</b>	Learners describe appropriate rehearsal techniques to use within action plans and schedules	Learners demonstrate critical understanding in their selection of rehearsal techniques and justify the appropriateness of their choices	Learners show critical judgement in exploring a range of techniques for a variety of action plans and schedules with insight and perception
<b>2.3 Demonstrate how to use action plans and schedules to acquire new skills</b>	Learners demonstrate how to use action plans and schedules to acquire new skills	Learners demonstrate critical understanding in their response to an action plan to acquire new skills through goals and objectives	Learners show critical judgement in their evaluation of an action plan and amend goals and objectives as skills develop
<b>2.4 Evaluate the impact of practice on practical skills development from baseline</b>	Learners evaluate the impact of practice on practical skills development from baseline	Learners demonstrate critical understanding of practice and justify their choice in the development of their practical skills	Learners show critical judgement in concentrating on specific areas of practice which have a positive effect on their overall performance

**Unit 02 Prepare and perform (T/504/0174)****The learner will:**

- 1 Be able to prepare for performance

**The learner can:**

- 1.1 Identify the **performance piece** and their role within it
  - 1.2 Research performance styles for the chosen performance piece
  - 1.3 Investigate the **requirements** for the piece
  - 1.4 Plan a rehearsal schedule taking into account the demands of the performance and the needs of the audience
  - 1.5 Rehearse the performance using technical skills
  - 1.6 Identify **safe working practices** during rehearsal and performance
- 

**The learner will:**

- 2 Be able to perform

**The learner can:**

- 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
  - 2.2 Evaluate the performance and skills used with a view to improvement
-

**Unit 02 Prepare and perform (T/504/0174) (cont'd)****Range**

- 1.1 Performance piece:** eg dance routine (any genre); dramatic extract; solo or band piece; song; stand-up routine; variety act; carnival display, devised piece
- 1.3 Requirements:** eg light, sound, props, costumes
- 1.6 Safe working practices:** mental and physical warm-up; use of equipment; environmental factors; risk assessment; individual responsibility
- 2.1 Projection:** a technique by which the performance can be seen and/or heard by all members of the audience

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**The assessment for this unit is externally set and marked by NCFE.**

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**Unit 02 Prepare and perform (T/504/0174) (cont'd)****External assessment**

The content of this unit must be delivered to the learners so that they are familiar with the underpinning knowledge of the unit that they're being externally assessed on. It is not necessary for any evidence to be generated throughout the teaching of the unit and any evidence that is produced cannot be used in the external assessment.

The external assessment will test learners on their knowledge, understanding and skills associated with this unit.

For further information about the external assessment, please see Section 2 (page 15).

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## Grading descriptors – Unit 02 Prepare and perform (T/504/0174)

Assessment criteria	Pass	Merit	Distinction
<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
<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

## Grading descriptors – Unit 02 Prepare and perform (T/504/0174) (cont'd)

Assessment criteria	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
<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
<b>2.1 Perform the piece showing technical and performance skills, which must include:</b> <ul style="list-style-type: none"> <li>• sustaining concentration</li> <li>• demonstrating projection</li> <li>• demonstrating timing during the performance</li> <li>• engaging the audience</li> </ul>	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
<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

*Further guidance on how to meet the grading descriptors can be found in the Mark Schemes and Chief Examiners Reports, which are available on [Qualhub.co.uk](http://Qualhub.co.uk)*

*The Mark Scheme demonstrates the requirements of the external assessment and how examiners standardised their marking of it.*

*The Chief Examiner Report provides feedback on the overall performance of learners in the external assessment, highlighting strengths and weaknesses with recommendations for improvement.*

## Unit 03 Performance production in practice (A/504/0175)

### The learner will:

- 1 Know how to carry out planning requirements for a performance production

### The learner can:

- 1.1 Investigate the necessary planning requirements for a performance production
  - 1.2 Identify appropriate materials/equipment required for a performance production
  - 1.3 Present the planning requirements for a performance production
  - 1.4 Evaluate the planning requirements based on feedback received
- 

### The learner will:

- 2 Be able to take part in the development process for a performance production

### The learner can:

- 2.1 Demonstrate involvement of their role in the development process for a performance production
  - 2.2 Demonstrate effective communication with other team members and/or event personnel as appropriate
- 

### The learner will:

- 3 Understand the importance of planning and preparing for the creation of a performance production

### The learner can:

- 3.1 Evaluate the strengths and weaknesses of the planning and preparation process of the performance production
-

## Unit 03 Performance production in practice (A/504/0175) (cont'd)

### Assessment guidance

**Type of evidence:** projects or assignments

**Assessment criteria:** 1.1, 1.2, 1.4, 2.1, 2.2, 3.1

**Additional information:** assignments that require the learner to encounter different performing arts productions that require challenges to competence are to be encouraged. Working with peers and guests in the rehearsal and performance aspects of this unit should be encouraged and suitable documentation kept which could include checklists, rough notes, equipment/materials request forms, reports and reflective diaries.

Evidence should include plans, minutes, task lists, schedules etc. Evidence that shows interaction with others and an understanding of deadlines is particularly important.

Depending on the role undertaken, evidence could include orders, parts lists, materials request forms, minutes, notes on suggestions etc. Taking part in team activities, such as planning for a set construction or discussing performer roles and responsibilities, is also valuable.

Depending on the role undertaken, evidence could include successful completion of the assignment undertaken, such as a performance. Commitment will be shown through tenacity to complete to timescales and quality and to satisfy the full range of activities required. Learners who demonstrate they can carry out their role within a team which showed poor communication or co-ordination should not be penalised, although they should be able to demonstrate they have worked with others and not hampered any processes or effort to resolve those issues. Learners should show a grasp of the task requirements.

Learners are required to evaluate the strengths and weaknesses of productions, with reference to the planning and preparation process. This could take the form of a class discussion, debate or more formal review. Learners should also be able to take part in professional discussions relating to the performing arts, preparation, rehearsal and performance.

The discussions should be recorded in some form, either video or writing, to confirm each learner's contribution.

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### Unit 03 Performance production in practice (A/504/0175) (cont'd)

#### Assessment guidance (cont'd)

**Type of evidence:** observation

**Assessment criteria:** 1.3, 2.1, 2.2

**Additional information:** the Teacher observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the assessment criteria observed and brief comments on the learner's performance. Several assessment criteria may be observed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance, and the notes should make it clear if and how the assessment criteria were achieved.

Evidence that shows good communication could include informal material such as notes and video evidence of meetings, conversations or discussions. More formal material could include evidence of meetings, minutes and agendas. Production meetings could be videoed and individual learners highlighted. A peer witness testimony could also be used. The Assessor could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.

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**NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further information about internal assessment, please see the guidance on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or contact the Quality Assurance team.**

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## Grading descriptors – Unit 03 Performance production in practice (A/504/0175)

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Investigate the necessary planning requirements for a performance production</b>	Learners investigate the necessary planning requirements for a performance production	Learners show critical understanding in their investigations and justify their planning for a particular performance production	Learners demonstrate critical judgement in their exploration of a range of planning requirements for a variety of productions
<b>1.2 Identify appropriate materials/equipment required for a performance production</b>	Learners identify appropriate materials/equipment required for a performance production	Learners demonstrate critical understanding in justifying the choice of the appropriate materials/equipment required for a performance production	Learners explore a range of materials and equipment for a variety of performance productions showing critical judgement in choices made
<b>1.3 Present the planning requirements for a performance production</b>	Learners present the planning requirements for a performance production	Learners demonstrate critical understanding in their presentations, justifying their choice	Learners show critical understanding in their planning requirements for a variety of productions, the presentation being done with flair and originality
<b>1.4 Evaluate the planning requirements based on feedback received</b>	Learners evaluate the planning requirements required based on feedback received	Learners demonstrate critical understanding in evaluating their planning and justify their responses to feedback received	Learners show critical judgement in their evaluation and respond to feedback with insight and perception

## Grading descriptors – Unit 03 Performance production in practice (A/504/0175) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>2.1 Demonstrate involvement of their role in the development process for a performance production</b>	Learners demonstrate their involvement in the development process for a performance production	Learners demonstrate critical understanding of their role and make their suggestions for improvement in the development process	Learners show critical judgement of their role and involvement in the development process, and make insightful and perceptive suggestions
<b>2.2 Demonstrate effective communication with other team members and/or event personnel as appropriate</b>	Learners demonstrate effective communication with other team members and/or event personnel as appropriate	No Merit for this AC	No Distinction for this AC
<b>3.1 Evaluate the strengths and weaknesses of the planning and preparation process of the performance production</b>	Learners evaluate the strengths and weaknesses of the planning and preparation process of the performance production	Learners demonstrate critical understanding in evaluating their planning and preparation. They justify their perceived strengths and suggest ways to overcome weaknesses	Learners show critical judgement in their evaluation, reinforcing their strengths and candidly acknowledging weaknesses with insightful and perceptive proposals for self-improvement

**Unit 04 Performance design and technology in context  
(F/504/0176)****The learner will:**

- 1 Understand the context of their chosen technical role

**The learner can:**

- 1.1 Describe how the chosen **technical role** impacts on the overall development and production process
  - 1.2 Identify the skillset required to carry out their chosen technical role
  - 1.3 Identify their current strengths and weaknesses in relation to the skillset
- 

**The learner will:**

- 2 Know the features of different performance spaces

**The learner can**

- 2.1 Define the different **areas** of a performance space
  - 2.2 Give the positive and negative aspects of different **types** of staging in relation to their technical role
- 

**The learner will:**

- 3 Understand the requirements of a design brief for a production in relation to a chosen role

**The learner can:**

- 3.1 Identify the technical requirements of a design brief specific to their chosen role
  - 3.2 Create a technical design for the performance from the brief in relation to your chosen role
  - 3.3 Demonstrate effective communication with other team members when responding to the design brief
  - 3.4 Present the technical design ideas for feedback
  - 3.5 Evaluate the strengths and weaknesses of the design
  - 3.6 Identify safe working practices for their chosen role in relation to the design brief
-

**Unit 04 Performance design and technology in context**  
(F/504/0176) (cont'd)**Range**

- 1.1 Technical role:** may include set designer, lighting designer, sound designer/engineer, prop designer, stage designer or costume designer
- 2.1 Areas:** such as onstage, backstage, centre stage, offstage, downstage, auditorium
- 2.2 Types:** eg in the round, thrust, proscenium arch, traverse, black box, arena
-

## Unit 04 Performance design and technology in context (F/504/0176) (cont'd)

### Assessment guidance

**Type of evidence:** presentation

**Assessment criteria:** 1.1, 1.2, 2.1, 2.2

**Additional information:** the presentation can be delivered in an appropriate format eg oral, videoed, visually or written, or a mixture of 2 or more methods.

Learners should use the appropriate technical language and be able to describe how the technical role supports the overall development and production process. They should demonstrate how the discipline can be used within different performance settings and organisations. Learners should be able to differentiate different responsibilities within the scope of the technical role.

Learners should use the appropriate technical language and be able to define the skillset. They may also identify progression routes to gaining the required skills.

Learners will be required to demonstrate knowledge of the staging area and backstage area.

Learners could refer to different styles of staging - for example, in the round, traverse, proscenium or thrust - and how this impacts on their technical role.

---

**Type of evidence:** project or assignment work

**Assessment criteria:** 1.3, 3.1–3.6

**Additional information:** assignments that require the learner to engage with different performance spaces and settings should be encouraged.

Evidence might include a job application or letter of introduction to an organisation demonstrating why they might be suitable for a role. It may be presented in the form of a SWOT report or skills audit. Learners should show a link between their skills and those required by the technical role.

Evidence might include research notes, diagrams, illustrations, swatches, sketches or other relevant supporting materials and should demonstrate a range of research methods.

## Unit 04 Performance design and technology in context (F/504/0176) (cont'd)

### Assessment guidance (cont'd)

Evidence might include written reports, risk assessments, COSHH, safety data sheets. The evidence should relate to the chosen art form and should reflect the nature of the production.

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**Type of evidence:** observation

**Assessment criteria:** 3.3, 3.4

**Additional information:** the Teacher observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the assessment criteria observed and brief comments on the learner's performance. Several assessment criteria may be observed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance and the notes should make it clear if and how the assessment criteria were achieved.

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**NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further information about internal assessment, please see the guidance on our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or contact the Quality Assurance team.**

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## Grading descriptors – Unit 04 Performance design and technology in context (F/504/0176)

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Describe how the chosen technical role impacts on the overall development and production process</b>	Learners describe how the chosen technical role impacts on the overall development and production process	Learners demonstrate critical understanding of the technical role in making suggestions for improvements and justify their choices	Learners show critical judgement in evaluating the technical role and make insightful and perceptive suggestions for improvement in the production process
<b>1.2 Identify the skillset required to carry out their chosen technical role</b>	Learners identify the skillset required to carry out their chosen technical role	Learners show critical understanding of a range of skillsets and justify their opinions	Learners explore links between a range of skillsets and demonstrate critical judgement in their application within the role
<b>1.3 Identify their current strengths and weaknesses in relation to the skillset</b>	Learners identify their current strengths and weaknesses in relation to the skillset	Learners justify their analysis and detail ways to enhance their strengths and confront their weaknesses	Learners demonstrate critical judgement in identifying their strengths and weaknesses and put forward an insightful programme for self-improvement
<b>2.1 Define the different areas of a performance space</b>	Learners define different areas of a performance space	Learners demonstrate critical understanding of areas in a range of performance spaces	Learners explore a variety of areas and demonstrate critical judgement in their impact upon a wide range of performance spaces

## Grading descriptors – Unit 04 Performance design and technology in context (F/504/0176) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>2.2 Give the positive and negative aspects of different types of staging in relation to their technical role</b>	Learners explain the positive and negative aspects of different types of staging in relation to their technical role	Learners demonstrate critical understanding of the positive and negative aspects	Learners show critical judgement in their exploration of different types of staging and provide perceptive and insightful explanations of their impact on and connections to the technical role
<b>3.1 Identify the technical requirements of a design brief specific to their chosen role</b>	Learners identify the technical requirements of a design brief specific to their chosen role	Learners demonstrate critical understanding of the technical requirements of a design brief and justify the choices for their role	Learners show critical judgement in their exploration of the technical requirements and provide perceptive and insightful explanations of their impact on their role
<b>3.2 Create a technical design for the performance from the brief in relation to your chosen role</b>	Learners create a technical design for the performance from the brief in relation to their chosen role	Learners demonstrate critical understanding in creating their technical design and justify this in the context of their chosen role	Learners show critical judgement and originality in exploring a range of roles and justify their selection in the context of the performance from the brief. Learners show creativity and insight in their technical designs for a variety of roles

## Grading descriptors – Unit 04 Performance design and technology in context (F/504/0176) (cont'd)

Assessment criteria	Pass	Merit	Distinction
<b>3.3 Demonstrate effective communication with other team members when responding to the design brief</b>	Learners demonstrate effective communication with other team members when responding to the design brief	Learners communicate effectively with other team members, demonstrating an awareness of their needs and abilities	Learners show insight and perception in communicating with others, showing respect and concern for achieving co-operation towards a common goal
<b>3.4 Present the technical design ideas for feedback</b>	Learners present the technical design ideas for feedback	Learners demonstrate critical understanding in their presentations, justifying their choice	Learners show creativity and originality in their design ideas, the presentation being done with insight and perception
<b>3.5 Evaluate the strengths and weaknesses of the design</b>	Learners evaluate the strengths and weaknesses of the design	Learners demonstrate critical understanding in evaluating their design. They justify the perceived strengths and suggest ways to overcome weaknesses	Learners show critical judgement in their evaluation of their design, reinforcing the strengths and candidly acknowledging weaknesses with insightful and perceptive proposals for self-improvement
<b>3.6 Identify safe working practices for their chosen role in relation to the design brief</b>	Learners identify safe working practices for their chosen role	No Merit for this AC	No Distinction for this AC

# Section 5

## Synoptic assessment

## Synoptic assessment

### What is synoptic assessment?

Synoptic assessment<sup>1</sup> is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects that they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

To support the development of a synoptic approach, this NCFE Level 2 Certificate in Creative Studies: Performance Skills encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

In Unit 01 the learner explores their current strengths and weaknesses and uses this understanding to develop different approaches and performance techniques.

These skills and the supporting knowledge and understanding are then applied to achieve Unit 02.

As part of this unit learners are required to describe the technical skills entailed in producing the performance, demonstrate competency in the required practical skills and evaluate their approach and final performance.

Full evidence of learners' accumulated knowledge, skills and understanding and of their ability to 'think like a performance skills professional' will be evidenced when the learner successfully achieves the qualification.

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<sup>1</sup> The Department for Education (DfE) defines synoptic assessment as: 'a form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational sector, which are relevant to a key task'.

# Section 6

## Mapping to Literacy, Numeracy and ICT

## Mapping to Literacy, Numeracy and ICT qualifications

We know how important it is for learners to achieve Literacy, Numeracy and ICT qualifications. With this in mind we have mapped the opportunities for Literacy, Numeracy and ICT throughout this qualification.

There are many opportunities for learners to undertake integrated activities where they can practise and develop their Literacy, Numeracy and ICT skills. These are clearly identified in this section.

Ideas about aspects of Literacy, Numeracy and ICT skills that you can thread through your projects are given here and are all at Level 2. Information about Entry Level and Level 1 can be found on our website [www.ncfe.org.uk/functional-skills](http://www.ncfe.org.uk/functional-skills).

\*Please note: as the National Curriculum for ICT is currently being developed, we've provided mapping information to the Level 2 Functional Skills qualification in Information and Communication Technology. This section will be updated when the information becomes available.\*

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## Literacy

Projects delivered in a genuine work-based context necessarily require effective communication and comprehension skills as well as number skills related to finance, budgets, logistics, materials, etc. Opportunities to explore and reward work in these areas should be an integral part of the project.

### Literacy skills standards

#### Speaking, listening and communication

- make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.

#### Reading

- select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions
- consider complex information and give a relevant, cogent response in appropriate language
- present information and ideas clearly and persuasively to others
- adapt contributions to suit audience, purpose and situation
- make significant contributions to discussions, taking a range of roles and helping to move discussion forward
- select and use different types of text to obtain and utilise relevant information
- read and summarise succinctly information/ideas from different sources
- identify the purposes of texts and comment on how meaning is conveyed
- detect point of view, implicit meaning and/or bias
- analyse texts in relation to audience needs and consider suitable responses in three or more texts.

## Writing

- write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively
- present information/ideas concisely, logically and persuasively
- present information on complex subjects clearly and concisely
- use a range of writing styles for different purposes
- use a range of sentence structures, including complex sentences and paragraphs, to organise written communication effectively
- punctuate written text using commas, apostrophes and inverted commas accurately
- ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.

Teachers should seek to exploit every opportunity to use industry-standard language and jargon, and to underpin outcomes with effective communications. This can include report writing, reviews, submissions to external bodies, presentations and understanding of technical language.

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## Numeracy

The number skills standards are identified below and opportunities for learners to undertake integrated activities where they can practise and develop their skills should be clearly identified. Learners should be aware of the common and frequent uses of number skills in the activities undertaken by people working in the art and design sector. Learners should value and appreciate the importance of having basic number skills and understand that higher-level number skills will increase their opportunities in the world of work.

### Number skills standards

#### Representing

- understand routine and non-routine problems in familiar and unfamiliar contexts and situations
- identify the situation or problems and identify the mathematical methods needed to solve them
- choose from a range of mathematics to find solutions.

#### Analysing

- apply a range of mathematics to find solutions
- use appropriate checking procedures and evaluate their effectiveness at each stage
- understand and use positive and negative numbers of any size in practical contexts
- carry out calculations with numbers of any size in practical contexts, to a given number of decimal places
- understand, use and calculate ratio and proportion, including problems involving scale
- understand and use equivalences between fractions, decimals and percentages
- understand and use simple formulae and equations involving one- or two-step operations
- recognise and use 2D representations of 3D objects
- find area, perimeter and volume of common shapes
- use, convert and calculate using metric and, where appropriate, imperial measures.

### Interpreting

- interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations
- draw conclusions and provide mathematical justifications
- collect and represent discrete and continuous data, using information and communication technology (ICT) where appropriate
- use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate
- use statistical methods to investigate situations
- use probability to assess the likelihood of an outcome.

Numbers will feature in most projects with opportunities to work in percentages, fractions, decimals, ratio and proportion being fully grasped whenever possible.

Learners should be encouraged to estimate numerical outcomes using reliable methods and review/compare results. There are also lots of opportunities to explore the use and interpretation of data and to process, represent, analyse and interpret statistical outcomes.

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## ICT

It's common for learners to compile their work using lots of ICT-based resources, from using the internet for research to a variety of software for word processing, presentation and data collection. The Functional Skills list below shows that there will be lots of opportunities for Teachers to log achievement against the ICT Functional Skills criteria without any extra work for themselves or the learner.

### Using ICT

- plan solutions to complex tasks by analysing the necessary stages
- use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches
- select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts
- manage information storage to enable efficient retrieval.

### Finding and selecting information

- use appropriate search techniques to locate and select relevant information
- select information from a variety of sources to meet the requirements of a complex task
- select and use software applications to meet needs and solve complex problems
- select and use a range of interface features and system facilities effectively to meet needs
- select and adjust system settings as appropriate to individual needs
- respond to ICT problems and take appropriate action
- understand the danger of computer viruses and how to minimise risk
- manage files, folders and other media storage to enable efficient information retrieval
- use search engines, queries and AND/NOT/OR, >, <, >=, <=, contains, begins with, use of wild cards
- recognise and take account of copyright and other constraints on the use of information
- evaluate fitness for purpose of information.

### Developing, presenting and communicating information

- enter, develop and refine information using appropriate software to meet the requirements of a complex task
- use appropriate software to meet the requirements of a complex data-handling task
- use communications software to meet the requirements of a complex task
- combine and present information in ways that are fit for purpose and audience
- evaluate the selection, use and effectiveness of ICT tools and facilities used to present information
- apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content
- process and analyse numerical data
- display numerical data in appropriate graphical format
- use appropriate field names and data types to organise information
- analyse and draw conclusions from a data set by searching, sorting and editing records
- organise electronic messages, attachments and contacts
- use collaborative tools appropriately
- understand the need to stay safe and to respect others when using ICT-based communication
- organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate
- work accurately and check accuracy, using software facilities where appropriate at each stage of a task and at the task's completion.

It's essential that if learners are using their work as evidence for more than one assessment process or qualification, it must be saved in the appropriate format in case moderation should occur simultaneously. Any ICT-based evidence can usually be copied and submitted. Should the evidence be paper-based, it may be necessary to keep more than one copy.

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### Functional Skills opportunities

NCFE offers Functional Skills qualifications in Mathematics, English and ICT. Many aspects of the learning for these can be embedded within the various projects used to deliver the V Certs. Functional Skills qualifications offer the chance for learners to achieve a nationally recognised qualification that can be used to support their progress in their chosen vocational area. By working in partnership with your Maths/English/ICT departments it would be possible to ensure that all your learners achieve both a V Cert qualification and at least one Functional Skills qualification.

Further information about NCFE Functional Skills qualifications can be found on our website [www.ncfe.org.uk/functional-skills](http://www.ncfe.org.uk/functional-skills).

Even without the addition of a full Functional Skills qualification, V Certs offer many opportunities for Teachers to encourage greater understanding of Literacy, Numeracy and ICT fundamentals. If you can reference these explicitly in your teaching and learning you will be helping learners to build important skills for working life. Learners' achievement in these areas should be highlighted in their progression applications.

The nature of the integration of Functional Skills learning opportunities will vary according to each project. By detailing the skills standards for each Functional Skills subject, the Teacher should be able to quickly and easily explore the opportunities and work in tandem with their Literacy, Numeracy and ICT skills. Teachers to plan an effective programme of delivery that will enable learners, some of whom may not achieve the corresponding GCSE, to find success in these subjects and so develop a positive attitude towards them.

Functional Skills qualifications can be undertaken at a variety of levels from Entry Level through to Level 2. For more information please visit our website [www.ncfe.org.uk/functional-skills](http://www.ncfe.org.uk/functional-skills).

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# Section 7

## Links to National Occupational Standards

## Links to National Occupational Standards

We've mapped this qualification against Creative and Cultural Skills' National Occupational Standards (NOS) in Technical Theatre and Live Performance. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

Creative and Cultural Skills' Standards for Technical Theatre and Live Performance

NCFE unit number/title	NOS unit number/title
Unit 01	CCS4, HSSL, SAS5, CA19, CCS3, BA312
Unit 02	CCS4, HSSL, SAS5, CA19, CCS3, BA312
Unit 03	CCS4, HSSL, SAS5, CA19, CCS3, BA312, CA2, CA13
Unit 04	CCSWHM1, CCSAU1, CCSSL1, CCSSM1, CCSTP4, CCSW1, CS13, CCS4, HSSL SAS5, CA19, CCS3, BA312

## Links to National Occupational Standards (cont'd)

**This qualification could be linked to the following occupations:**

Actor (including TV, radio and theatre work)	Fundraiser
Agent	Lighting technician
Animator	Make-up artist
Arts administrator	Musician
Box office manager	Operations manager
Cabaret artist	Practitioner
Carnival artist	Producer
Carpenter	Production manager
Choreographer	Programmer
Circus performer	Prop-maker
Community artist	Puppeteer
Company stage manager	Set designer
Costume designer	Singer
Dancer	Sound producer
Deputy stage manager	Sound technician
Designer	Stage manager
Director	Stand-up comedian
Education manager	Street entertainer
Electrician	Stunt artist
Entertainer	Technical manager
Festival booker	Technician
Festival director	Tour manager
Fight director	Usher
Fly man	Voiceover artist
Freelancer	Wardrobe assistant
Front of house manager	Wigmaker

The occupations within performing arts are also dependent on other roles such as administrators, finance, marketing, customer services and IT staff.

# Section 8

## Grading criteria glossary of terms

## Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 2 V Cert qualifications and may not all appear in this qualification specification.

Pass	
Appropriate	Relevant to the purpose/task
Awareness	Knowledge, understanding, perception
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Describe	Define, explain
Differentiate	Tell apart, distinguish
Effectively	In a manner which achieves a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Interpret	Understand and provide a meaning
Merit	
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Confidently	With certainty in own ability
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Independent research	Working on one's own to investigate
Initiative	The ability to work without external direction
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context

## Grading criteria glossary of terms (cont'd)

<b>Distinction</b>	
Advanced	Developed, refined and comprehensive
Comprehensive	All-encompassing
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Curiosity	An eager desire to seek a fuller understanding
Explore	Search and investigate
Fluently	Smoothly flowing and without apparent effort
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Originality	Ability to think or express oneself in an independent and individual manner
Perceptively	Showing insight and understanding
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Sophisticated	Developed, refined, advanced
Thorough	Completed fully, in some detail
<b>Non-graded</b>	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment, gamut
Reflect	To review and evaluate
Relate	To link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

# Section 9

## General information

## General information

### Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Teacher, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website

[www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf](http://www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf).

### Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

## Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing [qualificationfeedback@ncfe.org.uk](mailto:qualificationfeedback@ncfe.org.uk), giving us a call on 0191 239 8000, responding to the next survey we send you, or completing this form [www.ncfe.org.uk/qualifications/qualification-feedback/](http://www.ncfe.org.uk/qualifications/qualification-feedback/) - the link is on the right hand side of our main 'Qualifications' page. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

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