

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

**Assessment window:** 20 March 2019

**Assessment:** Practical

**Paper Number:** P001068

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

Key points:

- grading information
- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

### Grade Boundary Information

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

NYA	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	20	25	30	36	47	58

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

Maximum UMS Score*	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
160	24	47	70	92	115	138

*\* In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

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## Administering the External Assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the Tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the Tasks and these are highlighted within the Qualification Specific Instructions Document (QSID).

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## Standard of learner work

This was the first session for this external assessment. The range of learner responses spanned the full range of available grade available.

The majority of learners had attempted to answer questions in each section of the paper, although not all learners completed every question.

A minority of scripts suggested that learners had run out of time in completing the paper, which indicated some potential time management issues. A suggested time to spend on each section is given with the paper and it recommended that learners consider these timings in planning their responses and charting their progress through the paper.

An awareness of exam technique was in evidence, with some learners making notes on the paper and appearing to mark questions they were less confident in responding to for reconsideration following completion of the section / paper.

The learner responses are not assessed on handwriting or spelling in this examination. However, learners should consider that written responses should be legible in order for examiners to credit work appropriately.

Learners who achieved well tended to be confident across all areas of the specification, which highlighted the need for delivery of Unit 1 content to take place fully prior to learners undertaking the external assessment.

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## Regulations for the Conduct of External Assessment

### Malpractice

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

## Maladministration

There were no instances of maladministration reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment and the Qualification Specific Instructions for Delivery documents in this respect.

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## Responses to the Tasks within the Sections of the external assessment paper

### Section 1

Learners were asked to respond to 9 multiple choice questions, with a total of 9 marks available. It was recommended that learners spend approximately 10 minutes on this section. The majority of learners responded to all questions in section 1.

Questions 1, 2 and 8 tested the learners' knowledge on technical skills, communicative skills and activities. The majority of learners were able to gain credit in these questions that centered on practical performance skills, with learners slightly less confident in recognising cool-downs in Q8.

Many learners were able to correctly recognise the definition of a musical theatre performer in Q3 and identify the responsibilities of a prop handler in Q7.

Learners were not always confident about answering questions in relation to organisations within the performance industry, although more learners were able to correctly identify the function of a booking agency in Q5 than identify that PRS For Music is an administrative organisation to gain credit in Q4.

Not all learners were familiar with a TEN (Temporary Events Notice) in relation to Q6, which may suggest a lack of familiarity with staging of performance events.

Learners' responses to MCQs in this section generally indicated more confidence about performance and technical roles than with industry organisations and terminology.

The Chief Examiner therefore suggests that learners may wish to focus on knowledge of the wider performance industry in teaching and learning.

### Section 2

This section contained 50 available marks across a range of 8 short response questions that were allocated between 1 and 4 marks. Each question was placed in context of a vocationally relevant performance situation, with some questions containing multiple parts related to the given context. The majority of learners responded to all questions in this section, with some learners skipping questions and a small minority of learners not reaching the end of the section.

Q10 was a short answer question that asked learners to consider the importance of actions plans in relation to rehearsals. Many learners were able to provide one or more reasons that action plans are important, with some learners able to expand upon their answers explanatively and access the 4 available marks. Learners who did not achieve in this question tended to have misunderstood and commented on the importance of rehearsals, rather than action plans. This illustrates the importance of reading the question in detail before responding.

The majority of learners were able to provide one or more credible responses about information that should be contained in an artist's biography in response to Q11. Responses suggested some familiarity with the way in which artists are professionally presented to gain work, although this was not always in the case in Q13a, with some learners unable to consider appropriate audiences for a showreel.

There was some confusion in responses to Q13c with regard to the specific skill of characterisation. Many learners seemed unfamiliar with the specific term, and responses were often general or inaccurate. Learners were more confident in identifying the role of writer in Q16c, and one or more production roles in Q17d.

Many learners were able to identify non-verbal communication methods in Q15, but not all learners were able to explain how this might be used in context. Similarly, learners were often able to identify benefits of performers watching playback of rehearsals but were not always confident in expanding on their responses in Q16a.

Learners were able to exhibit more confidence concerning knowledge of agents in Q14 than in relation to management in Q17a. Learners often ascribed duties to management that would be unlikely in a professional capacity.

Q17c allowed learners to evaluate financial information from a simple graphic depiction. Many learners were able to successfully identify income and staff costs, although some learners were not able to successfully subtract the latter from the former.

Merchandise was often credibly identified in relation to Q17e, although not all learners were able to explain the value of the merchandise in relation to the given context.

Few learners were able to successfully identify two forms of insurance required in relation to an event to gain marks in Q17f.

As in Section 1 of this paper responses generally indicated that learners were more comfortable with knowledge related to performance than logistical and financial requirements.

### Section 3

In this final section, learners were asked to respond to three long form questions, with a total of 21 marks available split between two 6 mark questions (Questions 18 and 19) and one 9 mark question (Q20).

Learners were advised to spend approximately 30 minutes on this section. Some learners did not respond to all of the questions, and it appeared that a small minority of learners ran out of time whilst answering this section.

In Q18 the majority of learners were able to consider why attendance at rehearsals for a performer is important in basic terms. Learners who achieved higher marks in this essay were more able to produce a balanced response that referenced specific rehearsal activities in context.

Q19 was generally less well handled by learners, with some learners appearing not completely familiar with considering logistical concerns in relation to the staging of an event. Learners who achieved well in this question tended to be able to consider the pros and cons of location in regards to suitability.

The majority of learners were able to engage with Q20, although this was not always on a detailed or

realistic level. Learners who achieved well in this question tended to provide balanced and conclusive responses that used knowledge of job roles and employment types in context.

As in Sections 2 and 3 responses in regards to questions focusing on performance concerns and roles tended to be more comprehensively considered by learners.

**Chief Examiner:** Graham Lees

**Date:** 25<sup>th</sup> May 2019