

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

Assessment window: 4 February – 26 April 2019

Paper Number: P000674

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 Assessments
- 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.

Administering the external assessment

The external assessment (supervised and invigilated sessions) must be conducted independently from the teaching of the unit. Work produced during the teaching and learning phase of the unit cannot be used in the external assessment. Any stimulus materials used by the centre during the teaching of the unit cannot be used in the external assessment. Learners must complete all of the tasks independently within the conditions set out within the Regulations for the Conduct of External Assessment.

The completion of the supervised tasks must be supervised by the Teacher and can be sat in a normal classroom environment. The tasks within the supervised period do not need to be invigilated. However, the supervised tasks must be treated independently from the teaching of the unit and learners must complete all tasks independently. This means the supervised tasks must not be Teacher led. The completion of the invigilated tasks must be invigilated and sat in accordance with the Regulations for the Conduct of External Assessment - V Certs.

It's important that the external assessment is sat in accordance with the specified conditions.

Standard of learner work

The standard of learners' evidence was awarded across the full range of grades available, NYA to Distinction. Most learners were aware of the standard of the qualification and how they must present their evidence.

There were a number of learners who submitted very good evidence which showed that they understood the brief and subsequently produced high quality evidence to meet the requirements of the associated tasks. There were some good performances and the facilities within the centres provided learners with a good opportunity to showcase their performance.

Centres are reminded of the standard required for Level 2 qualifications and they must ensure learners are able to meet these requirements set out within the Qualification Specification. There were still a number of learners who did not reach this standard, as well as not submitting evidence to meet the minimum Pass criteria. Learners must ensure they understand the brief and associated tasks in order to gain higher grades, rather than submitting a high volume of evidence which still doesn't meet the requirements of the associated task and assessment criteria.

Regulations for the Conduct of External Assessment

Malpractice and maladministration

Centres are reminded of the instructions for the supervised sessions. Centres will note that whilst teaching time should be Teacher led, the supervised time within the external assessment must be learner led. Learners must not be prompted or be provided feedback within any aspect of the external assessment and such cases will be reported by the marking Examiner for investigation of malpractice within the centres.

Centres are also reminded that learners must not complete the external assessment outside of the classroom or performance hall. Completing tasks as homework isn't permitted for the completion of the external assessment.

Only material produced independently by the learner during the supervised sessions and the invigilated sessions can be submitted for assessment. Where learners within an individual cohort produce identical or very similar evidence, the evidence cannot be attributed to one specific learner. When learners are undertaking a group performance, learners must individually submit evidence in response to the associated tasks.

Referencing of external assessment tasks

Learners must label and reference their own evidence to the associated task. There were cases where this was completed extremely well, which supported the marking Examiner to understand learners' evidence and how they met the associated tasks and assessment criteria. Where evidence is not referenced to the associated task or assessment criteria, the marking Examiner will be unable to attribute what evidence meets what assessment criteria.

For Task 1, learners were not clearly referencing the requirements in terms of costumes, lighting, sound and props for AC 1.3. It is clear in the Qualification Specification that the "requirements" refer to

costumes, lighting, props and sound rather than the technical requirements of the actual piece, which is the requirements for AC 1.2.

As mentioned in previous reports, all learners' evidence was saved on a USB or CD, without clear labelling of what evidence belongs to which learner. Learners must check their evidence before submitting to NCFE. There were several cases whereby evidence had not been included in learners' submission.

Learners are also reminded that they must introduce themselves on all video evidence. There were some video submissions where there was no introduction, or the introduction was very faint due to the distance of the camera from the stage. This often resulted in the marking Examiner reviewing evidence to understand the different learners within the cohort.

Learners must ensure evidence is submitted in an accepted file format.

Evidence creation

The evidence submission can be electronic for the rehearsal and final performance and paper based or electronic for the written elements. Learners are reminded that they must ensure the evidence being submitted is one version. There were examples where learners submitted written and electronic versions, and the content was different for the same assessment criteria. In order not to disadvantage learners, the marking Examiner has to mark both pieces of evidence.

Sound quality was often very poor on the videos presented; in some cases, it was difficult to hear the performance. Learners are expected to view their own videos as part of the evaluation and, at this point, they should judge if they can be seen and heard clearly and critically analyse their performance to inform their evaluation.

When presenting the video evidence, learners are reminded to label their evidence clearly and ensure the video clips are the correct orientation.

When learners are producing a group performance, ie a dance, they must ensure they introduce themselves and refer to a group performance within their written submission.

Interpretation of the tasks and associated assessment criteria

Task 1, AC 1.1

Overall, the first AC is approached well by learners, with learners stating their piece and their role to meet the criteria for a Pass. Many learners justified their choices and some linked their choices to their own skills and the skills of others in their group, as well as researching various alternatives. This supported some learners achieving grades higher than a Pass.

AC 1.2 and 1.3

AC 1.2 requires learners to research different ways in which their piece can be performed; this might include the skills and techniques required. Learners often referred to performances that they had studied, but for the higher grades, they should show how these influenced their own performance.

AC 1.3 is about the “requirements” of the piece and must include detail on sound, costumes, props, etc. Any other requirements mentioned will be given credit under AC 1.2. Learners can show evidence of research for lights, costumes, props, etc.

Some learners had included research which assisted them in selecting a suitable piece for performance, but it is important to include research into the chosen performance piece to show how it might be performed or what techniques or styles might be used.

Learners often presented evidence for AC 1.2 and AC 1.3 together, which is quite acceptable, but learners need to be aware that they need to give equal weight in their evidence to both ACs. Some learners seemed to write about many different types of performances which were not particularly relevant to their own performance; in doing so, this will not increase the learner’s grade. There were also examples of learners writing about skills but not explaining how the piece was developed due to research into their devised dance or drama.

Learners may not actually use the lighting and costumes that they refer to in their research for their final performance, but they could indicate what costumes and lighting they would like to have and why they would like it. Some learners did not use their research to suggest what lighting/sound/costumes/props might be desirable and limited themselves to a basic comment such as “this is the only equipment the school has”. A small number of learners went into detail on lights, costumes and props, and included drawings, photographs and lighting cues.

When working in groups, learners must individually research the requirements of the piece.

Task 2, AC 1.4 and 1.6

Evidence for these ACs varied quite considerably, from a rather vague statement saying which days a learner would be rehearsing to a very detailed, timed plan of exactly what would be rehearsed, what techniques would be worked on and an evaluation of each rehearsal. Some learners included a diary of what they had done during rehearsals rather than a plan of what they were planning to do.

The AC does refer to the “needs to the audience” and learners often did not mention the audience. A Distinction can only be awarded on this AC where learners have mentioned different audiences. It is important to remember the needs of the audience in terms of the material presented. Offensive content within the performance must only be used if this would meet the requirements set out within the brief. The learner must be aware of the audience of the performance.

Most learners considered safe working practice for AC 1.6. Some included good detail in their work and included this in their rehearsal schedule. For learners working within a group, the same evidence submission must not be used and submitted by all learners.

Task 3, AC 1.5

The minimum requirement to achieve a Pass would be one rehearsal run through of the performance piece. To gain a higher grade, learners must demonstrate improvement through rehearsals. Submitting video clips which do not show the learner rehearsing will not meet the requirements of the AC.

Learners must select a number of rehearsal clips to show a variety of skills and techniques being developed and improved.

The brief refers to a panel of performers who will be looking at the video clips to see how the applicants work on their skills and techniques. Therefore, submitting a high volume of rehearsal clips would not support the panel in selecting the most successful applicant.

This section of the external assessment is for the learner to show techniques and skills which are going to be used in the final performance. Learners who showed an early attempt at the performance and then development of techniques to show improvements demonstrate the requirements of the assessment criteria at a higher grade.

Task 4, AC 2.1

As stated earlier, some of the performances were very professionally presented, including some learners showing a strong performance which was often not the same standard within the written elements.

To gain a Distinction, the performance needs to evidence creativity and fluency in the application of technical performance skills and techniques across all the areas of sustaining concentration, demonstrating projection, timing and engaging with the audience.

Examiners did experience a very small number of performances where the piece broke down several times and the learner could not recover to complete the piece. This will impact on the grade which will be awarded.

Task 5, AC 2.2

Many of the Pass level evaluations gave a fairly basic commentary about what happened in the performance and tended to talk about the whole piece rather than refer to their own contribution and the skills they had shown.

Distinction grades were awarded to the learners who were able to give detailed reviews of their performance and their own contribution, and who were also analytical in their review of how well the performance worked for them, the skills they had shown and specific ways in which they could improve.

Planning in the external assessment

Centres are reminded that they need to teach this unit before the learners complete the external assessment. It is advisable for learners to complete the external assessment after they have completed Unit 1; this gives learners an opportunity to become familiar with similar forms of evidence.

Chief Examiner: Derek Griffin

Date: 21 June 2019
