

**NCFE Level 2 Certificate in Creative Studies: Performance Skills – February - April 2019  
Mark Scheme.**

Examiner Guidance:

- Evidence can be in any format- written or oral.
- Evidence can be found in any task, therefore please ensure positive and holistic marking is applied.
- Remember- we have set the standards against the assessment criteria and grade boundaries and not against the question. The questions/tasks in the paper are the mode of transport for eliciting the evidence the learners need to submit to demonstrate knowledge and understanding of the AC's and are not what we set are standards against.

Definitions:

**Performance Skills** Unit 2, 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

**These items are classed at techniques and or skills**

## Task 1

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Identify the performance piece and their role within it</b>	Candidates identify the performance piece and their role within it	Candidates show <b>critical understanding</b> in the identification of a performance piece and <b>justify</b> their chosen role within it	Candidates demonstrate <b>critical judgement</b> in describing a range of roles within the performance piece, showing <b>insight</b> and <b>perception</b> in their choices
<p><b>Range:</b></p> <p><b>Performance piece:</b> e.g. dance routine (any genre); dramatic extract; solo or band piece; song; stand-up routine; variety act; carnival display, devised piece</p>			
<p><b>Task 1 a) Decide on a performance piece</b></p> <ul style="list-style-type: none"> <li>• explain why you have chosen this piece rather than any other</li> <li>• describe your role within the piece</li> <li>• explain what the role requires of you</li> <li>• describe what skills it allows you to demonstrate.</li> </ul>	<p>Learners will provide <b>basic</b> evidence identifying in <b>brief</b> the performance piece</p> <p>Learners will provide <b>basic</b> evidence, possibly a description in any format of their role within the piece.</p> <p>Pass learners are only required to do the following:</p> <ul style="list-style-type: none"> <li>• name the piece you have chosen</li> <li>• describe your role</li> </ul> <p>Pass learners are not required to explain what the role requires or describe the skills.</p>	<p>Learners will provide evidence identifying in <b>some detail</b> the performance piece and their chosen role.</p> <p>Learners will provide <b>in some detail</b> a description of their role within the piece.</p> <p>Learners will evidence <b>critical understanding</b> by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons for their chosen piece <b>and/or</b> role.</p> <p>Learners will begin to provide <b>some</b> justification for their choice. Merit learners are required to:</p> <ul style="list-style-type: none"> <li>• name the piece you have chosen</li> <li>• explain why you have chosen this piece rather than any other</li> <li>• describe your role within the piece.</li> </ul>	<p>Learners will provide evidence identifying <b>in some detail</b> the performance piece and their chosen role.</p> <p>Learners will provide <b>in some detail</b> a description of their role within the piece.</p> <p>The learner will evidence <b>critical understanding</b> by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons for their chosen piece <b>and/or</b> role.</p> <p>Learners will <b>begin</b> to apply this critical understanding to inform decisions and choices made.</p> <p>Learners will begin to provide <b>some</b> justification for their choice.</p> <p>The learner will be <b>perceptive</b> in the choices with <b>clear</b> explanation/description of:</p> <p>what the role requires of them <b>and/or</b> the skills it will allow them to demonstrate</p>

			<p>Distinction learners are required to:</p> <ul style="list-style-type: none"> <li>• name the piece you have chosen</li> <li>• explain why you have chosen this piece rather than any other</li> <li>• describe your role within the piece</li> <li>• explain what the role requires of you</li> <li>• Describe what skills it allows you to demonstrate.</li> </ul>
<p><b>Glossary of Terms</b></p>	<p><b><i>No Glossary of terms</i></b></p>	<p><b>Critical understanding:</b> The ability to deconstruct, analyse and evaluate, and express opinion.</p> <p><b>Justify:</b> Give reasons or evidence to support an opinion.</p>	<p><b>Critical judgement:</b> Application of a critical understanding informing decisions.</p> <p><b>Insight:</b> Intuitive perception.</p> <p><b>Perceptively:</b> Showing insight and understanding.</p>

Task 1			
Assessment Criteria	Pass	Merit	Distinction
<b>1.2 Research performance styles for the chosen performance piece</b>	Candidates research performance styles for the chosen performance piece	Candidates demonstrate <b>critical understanding</b> in their research of styles, <b>justifying</b> the relevance to the chosen piece	Candidates show <b>critical judgement</b> in exploring a range of styles, suggesting creative and <b>insightful</b> alternatives in the context of their chosen performance piece
<b>Range:</b>			
No Range for this AC			
<p><b>Task 1 b) Research different ways your chosen piece can be performed</b></p> <ul style="list-style-type: none"> <li>the techniques and practical skills used by other performers</li> <li>the different styles in which the piece could be performed.</li> </ul> <p><b>Task 1 c) Using your research, explain:</b></p> <ul style="list-style-type: none"> <li>why you think some styles in which to perform this piece are better than others</li> <li>how your approach to your piece will be influenced by your research.</li> </ul> <p><b>Task 1 d) Investigate and discuss :</b></p> <ul style="list-style-type: none"> <li>the skills and techniques which your performance piece requires</li> <li>any particular challenges which the piece presents</li> <li>any opportunities to demonstrate your particular skills.</li> </ul>	<p>Learners will evidence <b>some</b> basic research of:</p> <p>The techniques and practical skills used by other performers.</p> <p><b>and/or</b></p> <p>The different styles in which the piece could be performed.</p> <p>Only Task 1b) required for a pass.</p>	<p>Learners will evidence research of:</p> <p>The different styles in which the piece could be performed, this will be in <b>some</b> detail.</p> <p>Learners <b>may</b> also have provided in <b>brief some</b> detail of the techniques and practical skills used by other performers.</p> <p>Learners will evidence <b>critical understanding</b> by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons for the technical skills <b>and/or</b> styles of their performance piece.</p> <p>Learners will begin to provide <b>some</b> justification of the technical skills <b>and/or</b> of their performance piece.</p> <p>Task 1b) and c) required for a Merit.</p>	<p>Learners will evidence research of:</p> <p>The different styles in which the piece could be performed, this will be in <b>some</b> detail.</p> <p>Learners <b>may</b> also have provided in <b>brief some</b> detail of the techniques and practical skills used by other performers.</p> <p>Learners will evidence <b>critical understanding</b> by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons for the technical skills <b>and/or</b> styles of their performance piece.</p> <p>Learners will begin to provide <b>some</b> justification of the technical skills <b>and/or</b> styles of their performance piece.</p> <p><b>and</b></p> <p>Learners will begin to provide <b>some</b> justification of skills and techniques <b>and/or</b> the opportunities available to demonstrate their skills required for their performance piece.</p>

			<p><b>and</b></p> <p>Learners will provide evidence in <b>some detail</b> of the particular challenges that their chosen piece may present.</p> <p>Task 1b) and c) and d) required for a Distinction.</p>
<p><b>Glossary of Terms</b></p>	<p><b><i>No Glossary of Terms</i></b></p>	<p><b>Critical understanding:</b> The ability to deconstruct, analyse and evaluate, and express opinion.</p> <p><b>Justify:</b> Give reasons or evidence to support an opinion</p>	<p><b>Critical judgement:</b> Application of a critical understanding informing decisions</p> <p><b>Insight:</b> Intuitive perception</p> <p><b>Perceptively:</b> Showing insight and understanding</p>

## Task 1

Assessment Criteria	Pass	Merit	Distinction
<b>1.3 Investigate the <u>requirements</u> for the piece</b>	Candidates investigate the requirements for the piece	Candidates demonstrate <b>critical understanding</b> of the requirements of the piece <b>justifying</b> their suggestions	Candidates show <b>critical judgement</b> in their exploration of the requirements of the piece showing <b>insight</b> and <b>perception</b>
<b>Range:</b> <b>Requirements:</b> e.g. light, sound, props, costumes			
<b>Task 1 b) Research different ways your chosen piece can be performed</b> <ul style="list-style-type: none"> <li>• the sound, lighting, prop and costume <u>requirements</u>.</li> </ul> <b>Task 1 c) Using your research, explain:</b> <ul style="list-style-type: none"> <li>• how your approach to your piece will be influenced by your research.</li> <li>• What sound, lighting, props and costume <u>requirements</u> your piece might have.</li> </ul> <b>Task 1 d) Investigate and discuss :</b> <ul style="list-style-type: none"> <li>• any particular challenges which the piece presents</li> </ul>	Learners will evidence <b>some</b> basic research of:  The sound <b>and/or</b> lighting <b>and/or</b> prop <b>and/or</b> costume <u>requirements</u> .	Learners will evidence research of:  <b>Some</b> of the following requirements:  Sound Lighting Props Costume  Learners will evidence <b>critical understanding</b> by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons for the <u>requirements</u> of their performance piece.  Learners will begin to provide <b>some</b> justification of the <u>requirements</u> in terms of light, sound, props and costume of their performance piece.	Learners will evidence research of:  <b>Some</b> of the following <u>requirements</u> :  Sound Lighting Props Costume  Learners will evidence <b>critical understanding</b> by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons for the <u>requirements</u> of their performance piece.  Learners will begin to provide <b>some</b> justification of the <u>requirements</u> of their performance piece.  <b>and</b>  Learners will provide evidence in <b>some detail</b> of the particular challenges that their chosen piece may present in relation to the <u>requirements</u> in of their performance piece.

<b>Glossary of Terms</b>	<b><i>No Glossary of Terms</i></b>	<b>Critical understanding:</b> The ability to deconstruct, analyse and evaluate, and express opinion.  <b>Justify:</b> Give reasons or evidence to support an opinion.	<b>Critical judgement:</b> Application of a critical understanding informing decisions.  <b>Insight:</b> Intuitive perception.  <b>Perceptively:</b> Showing insight and understanding.
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## Tasks 2

Assessment Criteria	Pass	Merit	Distinction
<p><b>1.4 Plan a rehearsal schedule taking into account the demands of the performance and the needs of the audience.</b></p>	<p>Candidates plan a rehearsal schedule taking into account the demands of the performance and the needs of the audience</p>	<p>Candidates plan a rehearsal schedule giving details of tasks and timings, demonstrating <b>critical understanding</b> in relating these to a particular audience</p>	<p>Candidates <b>demonstrate critical judgement</b> in planning a rehearsal schedule, showing <b>insight</b> and <b>perception</b> in setting the performance in context for different audiences</p>
<p><b>Range:</b></p>			
<p><b>No range for this AC</b></p>			
<p><b>Task 2 a) Create your outline rehearsal schedule</b></p> <ul style="list-style-type: none"> <li>• the skills that you will develop as required by your performance, for example: <ul style="list-style-type: none"> <li>○ projection</li> <li>○ timing</li> <li>○ rhythm</li> <li>○ diction</li> <li>○ controlling the performance space.</li> </ul> </li> <li>• what you plan to do and when</li> <li>• how you plan to tackle the more difficult aspects of your performance</li> <li>• how you have set out to prepare a performance which will impress and satisfy: <ul style="list-style-type: none"> <li>○ the charity panel who will view your video</li> <li>○ the different audiences that you may meet if you are chosen to perform.</li> </ul> </li> </ul>	<p>Learners will have created a <b>basic</b> schedule which includes a <b>basic</b> plan of the rehearsals.</p> <p>The plan will evidence <b>some</b> requirements of the performance, detail will be <b>basic</b>.</p> <p>The learners plan <b>may</b> imply the needs and or the requirements of the audience. This will be in <b>brief</b>.</p>	<p>Learners will have created a schedule which includes <b>some detail</b> in the plan of the rehearsals.</p> <p>The plan will evidence <b>some</b> demands of the performance in <b>some</b> detail, to evidence this:</p> <p>The plan will include detail of <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>• the skills that you will develop as required by your performance, for example: <ul style="list-style-type: none"> <li>○ projection</li> <li>○ timing</li> <li>○ rhythm</li> <li>○ diction</li> <li>○ controlling the performance space</li> </ul> </li> <li>• what you plan to do and when</li> <li>• how you plan to tackle the more difficult aspects of your performance.</li> </ul> <p>The learners plan <b>may</b> imply the needs and or the requirements of the audience. This will be in <b>some detail</b>.</p>	<p>Learners will have created a <b>detailed</b> schedule which includes the plans of each rehearsal.</p> <p>The plan will evidence <b>the demands</b> of the performance in detail to evidence this:</p> <p>The plan will include detail of <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>• the skills that you will develop as required by your performance, for example: <ul style="list-style-type: none"> <li>○ projection</li> <li>○ timing</li> <li>○ rhythm</li> <li>○ diction</li> <li>○ controlling the performance space</li> </ul> </li> <li>• what you plan to do and when</li> <li>• how you plan to tackle the more difficult aspects of your performance.</li> </ul> <p>The learners plan <b>will</b> imply the needs and or the requirements of the audience. This will be in <b>some detail</b>.</p>



<p><b>Task 2 c) Review and update your rehearsal schedule as your performance develops.</b></p>		<p>Learners will <b>begin</b> to evidence a <b>basic</b> review <b>and</b> update of their rehearsal schedule showing <b>critical understanding</b> by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons for the updates regarding their rehearsal schedule.</p>	<p><b>AND</b> in <b>some</b> detail</p> <ul style="list-style-type: none"> <li>• how the learner has set out to prepare a performance which will impress and satisfy: <ul style="list-style-type: none"> <li>○ the charity panel</li> <li>○ the different audiences that you may meet if you are chosen to perform.</li> </ul> </li> </ul> <p>Learners will <b>begin</b> to evidence in <b>some detail</b> a review <b>and</b> update of their rehearsal schedule showing <b>critical understanding</b> by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons for the updates regarding their rehearsal schedule.</p>
<p><b>Glossary of Terms</b></p>	<p><i>No glossary of terms</i></p>	<p><b>Critical understanding:</b> The ability to deconstruct, analyse and evaluate, and express opinion.</p>	<p><b>Critical judgement:</b> Application of a critical understanding informing decisions.</p> <p><b>Insight:</b> Intuitive perception.</p> <p><b>Perceptively:</b> Showing insight and understanding.</p>

### Task 3

Assessment Criteria	Pass	Merit	Distinction
<b>1.5 Rehearse the performance using technical skills</b>	Candidates rehearse performance material using technical skills	Candidates demonstrate a range of rehearsal exercises using a variety of technical skills	Candidates show <b>critical judgement</b> in their application of a wide range of technical skills, demonstrating <b>fluency</b> and <b>inventiveness</b> over several performance rehearsals
<b>Range:</b>			
<b>No Range for this AC</b>			
<b>Rehearse your chosen performance piece in line with the schedule you created in Task 2.</b> <ul style="list-style-type: none"> <li>• develop and <b>improve</b> a <b>range</b> of specific performance skills and techniques</li> <li>• create short video clips capturing your rehearsals</li> <li>• use written and/or verbal commentary to identify your performance skills and techniques and explain how these are being developed.</li> </ul>	Learners will rehearse their performance piece at least <b>once</b> to include video evidence.  Learner's development and improvement of skills will be <b>minimal and/or</b> not clearly evidenced.  <b>Some</b> technical skill that is <b>basic</b> will be evident in <b>brief</b> .	Learners will rehearse their performance piece at least <b>once</b> to include video evidence it is expected that learners at this level will have provided evidence of many sufficient rehearsals.  Learners will evidence a <b>range</b> of rehearsal exercises.  Learner's development and improvement of skills will be evidenced. This improvement may be <b>minimal</b> .  <b>Some</b> technical skill that is <b>basic</b> will be evident in <b>brief</b> .	Learners will rehearse their performance piece at least <b>once</b> to include video evidence it is expected that learners at this level will have provided evidence of many sufficient rehearsals.  Learners will evidence a <b>range</b> of rehearsal exercises.  Learner's development and improvement of skills will be <b>clearly evidenced</b> . This improvement will evidence the development of a <b>wide range</b> of technical skills.  The learner will demonstrate: fluency <b>and/or</b> inventiveness in:  their rehearsal process <b>and/or</b> the development of skills in some detail.  The learner may begin to apply critical judgment by providing <b>some basic</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons for the skills they have developed <b>and</b> how these skills

			will/have informed their rehearsal/final performance piece.
<b>Glossary of Terms</b>	<b><i>No Glossary of Terms</i></b>	<b><i>No Glossary of Terms</i></b>	<p><b>Critical judgement:</b> Application of a critical understanding informing decisions.</p> <p><b>Fluently:</b> Smoothly flowing and without apparent effort.</p> <p><b>Inventive:</b> Having creativity borne of original thought.</p>

**Tasks 2**

Assessment Criteria	Pass	Merit	Distinction
<b>1.6 Identify safe working practices during rehearsal and performance</b>	Candidates identify safe working practices during rehearsal and performance.	<b>No Merit for Safe working practices.</b>	<b>No Distinction for Safe working practices.</b>
<b>Range:</b> <b>Safe working practices:</b> mental and physical warm-up; use of equipment; environmental factors; risk assessment; individual responsibility.			
<b>Task 2 b) In your rehearsal schedule, identify in detail the safe working practices you will plan for in your rehearsals and performance. These may include, for example:</b> <ul style="list-style-type: none"> <li>• risk assessments</li> <li>• warm ups</li> <li>• use of equipment</li> <li>• environmental factors</li> <li>• individual responsibility.</li> </ul>	Learners will provide <b>basic</b> evidence of safe working practices.		
<b>Glossary of Terms</b>	<i>No glossary of terms</i>	<i>No glossary of terms</i>	<i>No glossary of terms</i>

## Task 4

Assessment Criteria	Pass	Merit	Distinction
<p><b>2.1 Perform the piece showing technical and performance skills, which must include:</b></p> <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>	<p>Candidates perform the piece showing technical and performance skills including sustaining concentration, demonstrating projection, timing during the performance and engaging the audience</p>	<p>Candidates 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</p>	<p>Candidates show constant engagement with the audience through projection, timing and responsiveness throughout</p> <p>Candidates' performances are <b>creative</b> and <b>fluent</b>, demonstrating excellence in their command of technical and performance skills</p>
<p><b>Range:</b></p>			
<p><b>2.1 Projection:</b> a technique by which the performance can be seen and/or heard by all members of the audience.</p>			
<p><b>Performance in front of a live audience</b></p> <ul style="list-style-type: none"> <li>• demonstrate performance skills at an appropriate Level 2 standard</li> <li>• sustain concentration</li> <li>• demonstrate projection</li> <li>• demonstrate timing</li> <li>• engage the audience.</li> </ul>	<p>Learners will <b>begin</b> to evidence <b>some</b> basic application/demonstration of technical and /or performance skills <b>and/or</b> techniques from the following:</p> <ul style="list-style-type: none"> <li>• sustain concentration</li> <li>• demonstrate projection</li> <li>• demonstrate timing</li> <li>• engage the audience.</li> </ul> <p>Learner's performance may not demonstrate in full an appropriate level 2 standard.</p> <p>The learner's <b>basic</b> application of skills may not be consistent and lack in engaging the audience. Audience engagement may not be clear.</p>	<p>Learners will evidence a good level of application of technical and performance skills <b>and</b> techniques of <b>most</b> the following:</p> <ul style="list-style-type: none"> <li>• sustain concentration</li> <li>• demonstrate projection</li> <li>• demonstrate timing</li> <li>• engage the audience.</li> </ul> <p>Learner's performance should demonstrate performance skills at an appropriate Level 2 standard yet the piece selected should not disadvantage against this.</p> <p>The learners application of skills will be <b>mostly</b> consistent in engaging the audience</p> <p>More confidence. More attention to detail, dynamics in music and specific movements, tone of voice etc.</p>	<p>Learners performance will demonstrate excellence by evidencing <b>creativity and fluency</b> in the application/demonstration of technical performance skills <b>and</b> techniques of <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>• sustain concentration</li> <li>• demonstrate projection</li> <li>• demonstrate timing</li> <li>• engage the audience.</li> </ul> <p>Learner's performance should demonstrate performance skills at an appropriate Level 2 standard yet the piece selected should not disadvantage against this.</p> <p>The learners application of skills will be <b>fully</b> consistent in engaging the audience</p>

<b>Glossary of Terms:</b>	No Glossary of Terms	No Glossary of Terms	<b>Creativity:</b> Originality, imaginatively expressed. <b>Fluently:</b> Smoothly flowing and without apparent effort.
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Task 5			
Assessment Criteria	Pass	Merit	Distinction
2.2 Evaluate the performance and skills used with a view to improvement	Candidates <b>evaluate</b> the performance and skills used with a view to improvement	Candidates demonstrate <b>critical understanding</b> in evaluating their performance and <b>justify</b> their suggestions for improvement	Candidates show <b>critical judgement</b> in their exploration of a range of skills and provide <b>perceptive</b> and <b>insightful</b> explanations of the impact on and context within the performance, together with proposals for their self-improvement
Range:			
No Range for this AC			
<p><b>Task 5 a) View your video from Task 4 and carry out an evaluation of:</b></p> <ul style="list-style-type: none"> <li>• How well your performance works</li> <li>• The skills that you have shown</li> </ul> <p><b>Task 5 b) Identify ways to improve a range of skills and justify your suggestions</b></p>	<p>Evidence will include a <b>basic</b> review of the following:</p> <p>How well your performance works</p> <p><b>and/or</b></p> <p>The skills that you have shown.</p> <p><b>Some</b> valid <b>basic</b> evidence of potential improvements of at least 1 skill without justification or reason.</p>	<p>Evidence will include in <b>some detail</b> a review of the following:</p> <ul style="list-style-type: none"> <li>• How well your performance works</li> <li>• The skills that you have shown</li> </ul> <p><b>Some</b> valid <b>basic</b> evidence of potential improvements of a <b>range</b> of skills showing <b>critical understanding</b> by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons.</p> <p><b>with</b></p> <p><b>Some basic</b> justification.</p>	<p>Evidence will include a <b>detailed</b> review of the following:</p> <ul style="list-style-type: none"> <li>• How well your performance works</li> <li>• The skills that you have shown</li> </ul> <p><b>Some</b> valid <b>detailed</b> evidence of potential improvements of a <b>range</b> of skills showing <b>critical understanding</b> by providing <b>detailed</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and or</b> reasons.</p> <p><b>with</b></p> <p><b>Some</b> justification <b>partially</b> evidencing how this will inform future performance.</p> <p>Learners will <b>begin</b> to be perceptive in their review.</p>

<b>Glossary of Terms</b>	<b>Evaluate:</b> Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess.	<b>Critical understanding:</b> The ability to deconstruct, analyse and evaluate, and express opinion. <b>Justify:</b> Give reasons or evidence to support an opinion.	<b>Critical judgement:</b> Application of a critical understanding informing decisions. <b>Insight:</b> Intuitive perception. <b>Perceptively:</b> Showing insight and understanding.
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