



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

March 2019

Past Paper

Unit 01 Working in the performance industry

## **Mark Scheme**

V1.4 Post-standardisation

**Confidential**

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

## Marking Guidelines

### *General Guidelines*

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

### *Guidelines for using extended response marking grids*

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement either, that learners must cover all of the indicative content to be awarded full marks.

## Assessment Objectives

This unit requires learners to:

<b>A01</b>	Recall knowledge and show understanding.
<b>A02</b>	Apply knowledge and understanding.
<b>A03</b>	Analyse and evaluate knowledge and understanding.

The weightings of each assessment objective can be found in the qualification specification.

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Qu	Mark scheme	Total marks
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**Section 1**

**Total for this section: 13 marks**

<b>1</b>	<b>Which one of the following technical skills refers to positioning of the body when performing?</b>  Answer: D (Posture)	<b>1</b> <b>AO1=1</b>
<b>2</b>	<b>Which one of the following communicative skills allows a performer to be heard more clearly?</b>  Answer: A (Use of amplification)	<b>1</b> <b>AO1=1</b>
<b>3</b>	<b>Which one of the following performance roles typically makes use of dance, music and drama in a performance?</b>  Answer: C (Musical theatre performer)	<b>1</b> <b>AO1=1</b>
<b>4</b>	<b>PRS for Music Limited is best described as which type of organisation?</b>  Answer: A (Administrative)	<b>1</b> <b>AO1=1</b>
<b>5</b>	<b>Which one the following types of business organisation primarily arranges live performances and appearances for performers?</b>  Answer: A (Booking agency)	<b>1</b> <b>AO1=1</b>
<b>6</b>	<b>Which one of the following best describes when a Temporary Events Notice (TEN) is required?</b>  Answer: D (When carrying out licensable activity on an unlicensed premises)	<b>1</b> <b>AO1=1</b>
<b>7</b>	<b>A prop handler would be responsible for which one of the following activities during a performance?</b>  Answer: B (Making sure that objects are in place on stage)	<b>1</b> <b>AO1=1</b>

<b>8</b>	<p><b>Which one of the following is an activity used by performers to avoid injury after a performance?</b></p> <p>Answer: B (Cool down)</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>9</b>	<p><b>Performers are typically self-employed and accept short contracts for a variety of different organisations.</b></p> <p><b>Which term best describes this type of employment?</b></p> <p>Answer: A (Freelance)</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>10</b>	<p><b>Sarah and Zi-Chung are rehearsing for a production.</b></p> <p><b>Explain two reasons why action plans are important for the rehearsal process.</b></p> <p>Award one mark for a reason and one mark for an expansion of that reason (2x2).</p> <ul style="list-style-type: none"> <li>• To focus rehearsals(1) on achieving targets (1)</li> <li>• To identify timescales(1) and ensure performance is ready (1)</li> <li>• To focus performers (1) on working towards common goals (1)</li> <li>• To focus on skills &amp; techniques (1) to develop material (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
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<b>Qu</b>	<b>Mark scheme</b>	<b>Total marks</b>
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**Section 2****Total for this section: 46 marks**

<b>11</b>	<p><b>George is creating a biography to find work as a performer.</b></p> <p><b>Identify three pieces of information that George should include in his biography.</b></p> <p>Award one mark for each appropriate response to a maximum for 3 marks.</p> <ul style="list-style-type: none"> <li>• Name (1)</li> </ul>	<p><b>3</b></p> <p><b>AO1=3</b></p>
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	<ul style="list-style-type: none"> <li>• Gender (1)</li> <li>• Age (1)</li> <li>• Place of birth (1)</li> <li>• Achievements (1)</li> <li>• Appearances (1) / Previous work (1)</li> <li>• Awards (1)</li> <li>• Skills (1)</li> <li>• Qualities (1)</li> <li>• Reviews (1)</li> <li>• Quotes (1)</li> <li>• References (1)</li> <li>• Aspirations (1) / Future work (1)</li> <li>• Qualifications (1)</li> <li>• Physical Description (1)</li> <li>• Photo / Headshot (1)</li> </ul> <p>Accept any other suitable response.</p>	
<b>12(a)</b>	<p><b>Explain one way a journalist may gather information to write about a performer.</b></p> <p>Award one mark for method and one mark for an explanation.</p> <ul style="list-style-type: none"> <li>• Interviews with performer (1) to get quotes and stories (1)</li> <li>• Reporting on historical events (1) to build up background facts (1)</li> <li>• Gathering of news stories (1) to inform questioning (1)</li> <li>• Review of performance product (1) to deduce viewpoint (1)</li> <li>• Research on internet (1) to find biographical information (1)</li> <li>• Watching a performance (1) to analyse</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO2=1</b> <b>AO3=1</b></p>
<b>12(b)</b>	<p><b>Identify two types of media and describe how a journalist can present their work to the general public using each type.</b></p> <p>Award one mark for media and one mark for a method (2x2).</p> <ul style="list-style-type: none"> <li>• Social media / twitter (1) as photos/video/article/ feature (1)</li> <li>• Internet (1) as a blog (1)</li> <li>• Print (1) as a written article (1)</li> <li>• Radio/podcast (1) as an audio feature (1)</li> <li>• TV/video/YouTube (1) as a broadcast feature (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>4</b></p> <p><b>AO1=2</b> <b>AO2=2</b></p>

13(a)	<p><b>Ayesha is looking for acting work and has created a showreel.</b></p> <p><b>Identify two typical audiences for a showreel.</b></p> <p>Award one mark for each appropriate response to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Agent (1)</li> <li>• Manager (1)</li> <li>• Producer (1)</li> <li>• Collaborators (1)</li> <li>• Audition panel (1)</li> <li>• Director (1)</li> <li>• Theatre / Theatre company (1)</li> <li>• Record Label (1)</li> <li>• Social Media / YouTube (1)</li> </ul>	<p><b>2</b></p> <p><b>AO1=2</b></p>
13(b)	<p><b>Ayesha has been offered some work based on her showreel.</b></p> <p><b>Explain why the following qualities are important for an actor to be successful.</b></p> <p>Award one mark for a reason and one mark for an explanation (2x2).</p> <ul style="list-style-type: none"> <li>• <b>Imagination</b> <ul style="list-style-type: none"> <li>○ To allow performers to contribute creatively / interpretatively (1) which helps to get roles which require improvisation or creative input (1)</li> </ul> </li> <li>• <b>Commitment</b> <ul style="list-style-type: none"> <li>○ To allow performers to stick with roles and productions (1) which develops a reputation for reliability and professionalism (1)</li> <li>○ To allow learners to work to perfect roles (1) reassuring producers of professionalism (1)</li> </ul> </li> </ul> <p>Accept any other suitable response.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
13(c)	<p><b>One of Ayehsa's expressive skills as a performer is to take on a fictional personality and communicate this to an audience.</b></p> <p><b>What is this skill called?</b></p> <p>Award one mark for</p> <p>Characterisation (1)</p> <p>Accept – 'taking on a character' (1)</p>	<p><b>1</b></p> <p><b>AO2=1</b></p>

14	<p><b>Amelia is a performer and is considering working with an agent.</b></p> <p><b>Identify and explain one potential benefit of working with an agent and one potential benefit of continuing to work without an agent.</b></p> <p>Award one mark for a benefit and one mark for an explanation (2x2).</p> <p><b>Working with an agent</b></p> <ul style="list-style-type: none"> <li>• Agent will have contacts (1) opening Amelia up to more work (1)</li> <li>• Agent can negotiate higher fees (1) financially benefitting Amelia (1)</li> </ul> <p><b>Continuing without an agent</b></p> <ul style="list-style-type: none"> <li>• Amelia will not have to pay a percentage of her earnings to the agent (1) financially benefitting Amelia (1)</li> <li>• Amelia will not be under contract (1) and therefore not bound to accept roles through her agent/ single source (1)</li> </ul> <p>Accept any other suitable response.</p> <p>Note. Credit <b>benefits</b> only in both.</p>	<p><b>4</b></p> <p><b>AO2=2</b> <b>AO3=2</b></p>
15	<p><b>Eileen and Perry are musicians rehearsing a duet.</b></p> <p><b>Identify and explain how one type of non-verbal communication can be used during rehearsals.</b></p> <p>Award one mark for a non-verbal communication method and one mark for an explanation (2x2).</p> <ul style="list-style-type: none"> <li>• Eye contact (1) can be used to communicate confidence (1)</li> <li>• Gestures (1) can be used to convey emotions / timing (1)</li> <li>• Facial expression (1) can be used to indicate openness to ideas (1)</li> <li>• Body language (1) can be used to indicate engagement with material (1)</li> <li>• Posture (1) can be used to indicate enthusiasm (1)</li> <li>• Writing / score (1) used to convey information (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO2=1</b> <b>AO3=1</b></p>



16(a)	<p><b>Safia is directing a play in a local theatre. Safia is video-recording the rehearsal and has asked each performer to watch the video.</b></p> <p><b>Identify and explain two benefits a performer would gain from watching a video recording of rehearsals.</b></p> <p>Award one mark for a benefit and one mark for an explanation (2x2).</p> <ul style="list-style-type: none"> <li>• To develop individual technical aspects (1) leading to improvement (1)</li> <li>• To become familiar with other performers work (1) so as to improve interaction (1)</li> <li>• To identify weaknesses in performance (1) and allow focus upon these (1)</li> <li>• To stimulate feedback from group (1) leading to improvement (1)</li> <li>• To stimulate discussion (1) leading to improvement (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>4</b></p> <p><b>AO2=2</b> <b>AO3=2</b></p>
16(b)	<p><b>Identify and explain one way the Arts Council could help Safia put on the play.</b></p> <p>Award one mark for reference and one mark for an explanation.</p> <ul style="list-style-type: none"> <li>• Provide grant (1) to cover the cost of production (1)</li> <li>• Provide funding (1) to pay for materials / equipment (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO2=1</b> <b>AO3=1</b></p>
16(c)	<p><b>Safia is working with Charlie. Charlie is responsible for creating the characters, plot and dialogue for the play.</b></p> <p><b>What is Charlie's role?</b></p> <p>Award one mark for: Scriptwriter or writer (1) Playwright (1) Author (1)</p>	<p><b>1</b></p> <p><b>AO2=1</b></p>

17(a)	<p><b>Mia is promoting a three-day festival that is going to include dance, music and drama performances. Mia is communicating with the management companies who represent the performers that she has booked to perform at the festival.</b></p> <p><b>Explain one way a management company can benefit the performer.</b></p> <p>Award one mark for a way and one mark for a benefit to the performer.</p> <ul style="list-style-type: none"> <li>• Ensuring place on bill (1) to benefit performer in terms of available audience (1)</li> <li>• Ensuring transport/hotel/rider in place (1) to ensure the comfort/wellbeing of performer (1)</li> <li>• Ensuring promotion appropriate (1) to maintain image of performer (1)</li> <li>• Has a range of contacts (1) to further artists career (1)</li> <li>• Has other artists on roster for networking (1) and giving bargaining power (1)</li> <li>• Potentially able to request higher fees (1) as have more leverage with promoters (1)</li> <li>• Look after day to day logistics (1) to reduce stress (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO2=1</b> <b>AO3=1</b></p>
17(b)	<p><b>Mia has to fill in a risk assessment for the festival. The main festival stage is outside and is constructed in the week leading up to the event.</b></p> <p><b>Identify two potential hazards associated with this type of performance space.</b></p> <p>Award one mark for an identification of a plausible hazard.</p> <ul style="list-style-type: none"> <li>• Weather (1).</li> <li>• Electrical cabling (1).</li> <li>• Collapse of structure (1).</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>

17(c)	<p><b>Analyse the data in Figure 1 to calculate the total projected income and total projected income less total staff costs for the festival.</b></p> <p>Award one mark per correct outcome.</p> <ul style="list-style-type: none"> <li>• Total projected income: <math>(1200+2000+400) = 3600</math> (1).</li> <li>• Total projected income less staff costs: <math>(3600-2400) = 1200</math> (1).</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO3=2</b></p>
17(d)	<p><b>Technical rehearsals for the main festival stage are due to take place the day before the festival opens.</b></p> <p><b>Identify three production roles required for a technical rehearsal.</b></p> <p>Award one mark for each plausible production role.</p> <ul style="list-style-type: none"> <li>• Stage manager (1).</li> <li>• Stage hand (1).</li> <li>• Crew (1).</li> <li>• Lighting technician (1).</li> <li>• Sound technician (1).</li> <li>• Production manager (1)</li> <li>• Electrician (1)</li> <li>• Costume Designer (1)</li> <li>• Camera Person (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>3</b></p> <p><b>AO1=3</b></p>
17(e)	<p><b>Mia is considering which types of merchandise could be sold at the festival.</b></p> <p><b>Identify two types of merchandise and explain how each could be used to add to the success of the festival.</b></p> <p>Award one mark for each identified merchandise type and one mark for an explanation of how it could add to the success of the festival (2x2).</p> <ul style="list-style-type: none"> <li>• Clothing (e.g. t-shirts) (1) to promote the event via audience (1).</li> <li>• Recordings (1) to bring income via licensing/sales (1).</li> <li>• Programmes (1) to bring income via sales to audiences (1).</li> <li>• Posters (1) to promote event for next year (1)</li> <li>• Phone cases / lighters / etc. (1) to bring sales income (1)</li> <li>• Big spongy fingers etc. (1) to add to atmosphere (1)</li> </ul>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO3=2</b></p>

	Accept any other suitable response	
17(f)	<p><b>Mia needs to take out insurance to ensure that the festival is covered in case of problems.</b></p> <p><b>State two forms of insurance that should be in place for the festival.</b></p> <p>Award one mark for each appropriate type of insurance.</p> <ul style="list-style-type: none"> <li>• Public liability (1).</li> <li>• Cancellation (1).</li> </ul>	<p><b>2</b></p> <p><b>AO1=2</b></p>
17(g)	<p><b>Mia is working with performers to plan the onstage lighting on the outside stage. Their performances are during daylight.</b></p> <p><b>Explain one issue that needs to be considered.</b></p> <p>Award up to two marks for an explanation of an issue that needs to be considered.</p> <ul style="list-style-type: none"> <li>• Lights are not easy to see during the day (1) so colours must be chosen carefully (1).</li> <li>• Lights hard to see (1) so not appealing to audience (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO2=1</b></p> <p><b>AO3=1</b></p>

Qu	Mark scheme	Total marks
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**Section 3****Total for this section: 21 marks**

<b>18</b>	<p><b>Harry has been employed within an ensemble at short notice to replace another performer who is ill. Harry has scheduled rehearsals for two hours each day in the week leading up to the performance.</b></p> <p><b>Evaluate the importance of Harry attending rehearsals as a performer.</b></p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5–6</td><td> <p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p> </td></tr> <tr> <td>2</td><td>3–4</td><td> <p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective, but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p> </td></tr> <tr> <td>1</td><td>1–2</td><td> <p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p> </td></tr> </tbody> </table>	Level	Marks	Description	3	5–6	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p>	2	3–4	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective, but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>	1	1–2	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p>	<p><b>6</b></p> <p><b>AO1=2</b> <b>AO2=2</b> <b>AO3=2</b></p>
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		<p>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>	
	0	No relevant material	
		<p><b>Indicative content:</b></p> <p><b>Relevant Knowledge</b></p> <ul style="list-style-type: none"> <li>• Commentary upon importance of rehearsals in context</li> </ul> <p><b>Subject Specific Terminology</b></p> <ul style="list-style-type: none"> <li>• May reference specific rehearsal processes/techniques to exemplify points.</li> <li>• May reference action planning/targets/evaluation</li> <li>• Commentary may be drawn across disciplines</li> </ul> <p><b>AO2 – Application of knowledge</b></p> <ul style="list-style-type: none"> <li>• Commentary upon effective individual rehearsal skills <ul style="list-style-type: none"> <li>- Purpose – individual skills development, memorisation</li> <li>- Creative application – development of material</li> </ul> </li> <li>• Commentary upon effective interaction with ensemble <ul style="list-style-type: none"> <li>- Purpose – ensemble skills, fitting into already developed ensemble work</li> <li>- Creative application – creative interaction with other performers</li> </ul> </li> <li>• Commentary upon effective utilisation of time <ul style="list-style-type: none"> <li>- Working to given timescale</li> <li>- Awareness of professional responsibility</li> </ul> </li> <li>• Commentary upon effective planning <ul style="list-style-type: none"> <li>- Planning of 2 hour session over one week</li> </ul> </li> </ul> <p><b>AO3 – Analysis/evaluation</b></p> <ul style="list-style-type: none"> <li>• Evaluation of importance of rehearsal in terms of individual development (learning material, place, timing, action planning)</li> <li>• Evaluation of importance of rehearsal of member of ensemble (confidence, creative development, fluency, taking direction, improvisation, awareness of tech. May discuss cons - over rehearsal, complacency, loss of excitement)</li> <li>• Evaluation of impact upon audience (success of performance).</li> <li>• Conclusive commentary</li> </ul> <p>Credit any other suitable response.</p>	

19	<p><b>Jaz is a member of the crew for a rock concert. The venue for the rock concert is an arena in the city centre.</b></p> <p><b>Analyse how the location of the arena could affect its suitability as a venue for the rock concert.</b></p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5–6</td><td> <p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p> </td></tr> <tr> <td>2</td><td>3–4</td><td> <p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective, but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p> </td></tr> <tr> <td>1</td><td>1–2</td><td> <p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p> <p>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p> </td></tr> <tr> <td></td><td>0</td><td>No relevant material</td></tr> </tbody> </table>	Level	Marks	Description	3	5–6	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p>	2	3–4	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective, but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>	1	1–2	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p> <p>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>		0	No relevant material	<p><b>6</b></p> <p><b>AO1=2</b> <b>AO2=2</b> <b>AO3=2</b></p>
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	<p><b>Indicative content:</b></p> <p><b>Relevant Knowledge</b></p> <ul style="list-style-type: none"> <li>• Commentary on logistics of location in context</li> </ul> <p><b>Subject Specific Terminology</b></p> <ul style="list-style-type: none"> <li>• Reference to travel/parking</li> <li>• Reference to noise regulations/curfew</li> <li>• Potentially reference to security of venue</li> </ul> <p>AO2 – Application of knowledge</p> <ul style="list-style-type: none"> <li>• Commentary upon travel links for audience <ul style="list-style-type: none"> <li>- City centre likely to provide array of public transport links – encouraging attendance</li> <li>- Public transport may be limited by end time – discouraging attendance</li> </ul> </li> <li>• Commentary upon parking/traffic flow <ul style="list-style-type: none"> <li>- Parking may be limited – or prohibitively expensive – discouraging attendance</li> <li>- City centre parking likely to be more available and secure encouraging attendance</li> </ul> </li> <li>• Commentary upon noise levels <ul style="list-style-type: none"> <li>- Venues increasingly forced to limit noise in city centre venues – not always building atmosphere for rock gig</li> <li>- Venue likely to be putting on shows regularly so PA tuned specifically for directionality</li> </ul> </li> <li>• Commentary upon curfews <ul style="list-style-type: none"> <li>- Curfew likely if city centre features significant private housing – show likely to start earlier / be shorter</li> <li>- Venue likely to work with other local businesses (pubs. clubs) to exploit curfew times.</li> </ul> </li> </ul> <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> <li>• Analysis of effect upon audience reaching venue</li> <li>• Analysis of effect of sound level regulations</li> <li>• Conclusive commentary</li> </ul> <p>Credit any other suitable response.</p>	
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**20**

**Muhammad works three nights per week as a sound technician. Muhammad also performs in a band that has gained the interest of a record company. Muhammad has been offered a full-time role working six nights per week as a sound technician.**

**Evaluate whether Muhammad should take on a full-time job.**

**9**

**AO1=3  
AO2=3  
AO3=3**

<b>Level</b>	<b>Marks</b>	<b>Description</b>
3	7–9	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p>
2	4–6	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective, but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>
1	1–3	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p> <p>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>

	0	No relevant material	
	<p><b>Indicative content:</b>  <b>Relevant Knowledge</b></p> <ul style="list-style-type: none"> <li>• Commentary upon working patterns in context</li> </ul> <p><b>Subject Specific Terminology</b></p> <ul style="list-style-type: none"> <li>• Reference to working roles</li> <li>• Reference to expectations of roles</li> </ul> <p>AO2 – Application of knowledge</p> <ul style="list-style-type: none"> <li>• Commentary upon job security – stable income v potential loss of other (more lucrative) income streams</li> <li>• Commentary upon expectations of roles – time/creative demands – limits of flexibility</li> <li>• Commentary upon work/life balance changes.</li> </ul> <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> <li>• Analysis of potential advantages – creatively/financially/ career path</li> <li>• Analysis of potential disadvantages – creatively/financially/ career path</li> <li>• Advantages &amp; disadvantages balanced</li> <li>• Conclusive commentary.</li> </ul> <p>Credit any other suitable response.</p>		

**Assessment Objective Grid**

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	1			1
4	1			1
5	1			1
6	1			1
7	1			1
8	1			1
9	1			1
10	2	2		4
11	3			3
12(a)		1	1	2
12(b)	2	2		4
13(a)	2			2
13(b)	2	2		4
13(c)		1		1
14		2	2	4
15		1	1	2
16(a)		2	2	4
16(b)		1	1	2
16(c)		1		1
17(a)		1	1	2
17(b)	2			2
17 (c)			2	2
17(d)	3			3
17(e)	2		2	4
17(f)	2			2
17(g)		1	1	2
18	2	2	2	6
19	2	2	2	6
20	3	3	3	9
<b>Total</b>	<b>36</b>	<b>24</b>	<b>20</b>	<b>80</b>

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