

NCFE Level 1/2 Technical Award in Performance Skills (603/2960/9)**Assessment Window: 16/03/2022****Paper Number: P001403**

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:

- Grade Boundary 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
- 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
0-19	20-24	25-29	30-34	35-44	45-54	55-80

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

** 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.*

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 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).

Standard of learner work

The quality and standard of the work was varied; some learners were able to offer confident and accurate responses, which were well framed and considered. Some learners showed limitations in their understanding, commonly linked to not understanding what the question asked of them, and/or the technical terminology that has been used. A few learners offered responses that had no direct link to the question asked and appear to have responded with an answer suitable for the previous paper. It has been noted that the quality of work was mostly consistent within each centre, with recognisable patterns in response success.

Most learners attempted questions in all sections of the assessment paper. Learner responses spanned a wide range of available grades, however limitations were within section 3, where learners were required to produce evaluative responses. It appeared that, although these three questions were attempted, an evaluative approach was not taken by many, resulting in a lower mark being obtained.

Where learners had not attempted all questions, there were indications that learners had not undertaken preparation sufficiently for the external assessment or had run out of time. However, examiners noted that most learners had made some attempt to respond to each question.

The Chief Examiner would like to draw the learner's attention to the suggested time spend for each section, as highlighted in the paper, to plan their time most effectively. Learners who achieved well appeared to be confident across all areas of the specification, whilst learners who achieved less well tended to exhibit gaps in their knowledge of the specification content. The Chief Examiner would like to emphasise the need for delivery of Unit 1 content prior to learners sitting the external assessment. Emphasis should be made on the technical terminology within the qualification specification, ensuring that learners are able to understand what the questions are asking of them. Additionally, learners should be encouraged to read each question carefully, noting any terms and command words that are stated.

As per previous assessment windows, some learners had made notes on the paper and appeared to have returned to questions that they were less confident in answering, in line with good application of time management. There was a level of planning evident when working within section 3 of the paper. Learners that achieved well within this section ensured that they had offered a conclusion within their evaluations; being able to justify their responses with reasoning. Higher achieving learners tended to be able to offer reasoning for their answers across all sections, which allowed them to access the higher marks. These learners showed that they had spent time considering the question and ensured that their responses addressed all components.

Learner responses are not assessed on handwriting or spelling in this paper. However, learners should bear in mind that written responses should be legible and structured in such a way to allow examiners to credit their work appropriately. As in previous windows it was noted that most responses were legible, and that some learners had made appropriate use of scribes and word processors under accessibility arrangements. Examiners noted that a small number of learners only answered section 1, with other learners skipping pages at a time. This may indicate that learners were not prepared for the assessment and may not be able to access this level of assessment.

Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook. Within this window, it has been noted that some additional papers had not been labelled as per the requirements above and had been inserted into the paper without suitable labelling. Learners who are typing their responses due to access arrangements must also adhere to the correct labelling process. A small number of learners responded on the exam paper and had a typed response which were differing in content. It is suggested that learners stick to one format when responding to questions as this may affect the accessibility to marks.

Regulations for the Conduct of External Assessment

Malpractice

There were no 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

No instances of maladministration were 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 document in this respect.

Responses of the tasks within the sections of the external assessment paper

Section 1

In this section of the assessment paper, 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 in addressing this first section. Most learners responded to all questions in this section.

In **Q1**, learners were asked to identify a role based on communication methods used. A large majority of learners were able to correctly select the answer for this question. This was the most successful of the multiple-choice questions.

Q2 required learners to select a communicative skill that was most suited to the description given. Success was found within this question for a number of students. This does appear to have improved in comparison to the previous paper that assessed this area of knowledge.

Q3 saw success from many students in their understanding of using gestures to express emotions within a performance. This type of question also appears to have performed better within this assessment window.

Q4 questioned learner knowledge of production roles within the sector, asking for the correct role to be selected based on a task performed. This proved to be mostly successful, however some learners appeared to have confused the roles of a prop handler and a stage hand when getting this question incorrect.

Q5 was handled well by a considerable number of learners, who were able to recognise a term that refers to the maximum occupancy.

Q6 appeared to be the least successful out of the multiple-choice questions, with less than half of the students knowing the role of crew within a theatre. There was often a confusion of what crew and staging do, based on the answers that were selected.

Q7 tested learner knowledge on a funding organisation, which saw success for a fair number of learners. Due to the specific nature of this question, evidence shows that centre coverage of this area is well facilitated in many centres.

Q8 showed learners have an understand the role of a journalist, with many learners being able to select this role based on a brief job description.

Q9 showed a limitation in learner's knowledge of programme contents, with many suggesting that flyers include biographies of performers. Just over half of the learners were successful with this question.

Section 2

This section contained 50 available marks across 8 full questions. Each question was placed in context of a vocationally relevant situation, with some questions containing multiple parts related to the given context. Responses were allocated between 1 and 4 marks in this section.

Q10 focused on the sources of information about employment opportunities, and how they could be used to find work within the sector. This question proved difficult for some learners as they appeared to have misread the question, often identifying promotional materials to promote themselves within the sector, not sources to find work. Learners picked up a mark for correctly identifying social media, but then explaining how they could post their own material online. Stronger performing learners identified trade journals and other named platforms and/or publications.

Q11 asked learners to identify pre-production roles within the sector, based on a brief description of the roles. This question did not have the expected success, with many learners confusing a songwriter with a composer, and a director with a stage manager.

Q12 had a focus on finance when working as a freelance performer, with a total of 6 marks available.

Q12a asked learners to explain the importance of keeping financial records for 2 marks. Learners were not confident with this question, with less than half being able to offer a suitable response. As this question was requiring learners to explain why, many lost marks due to not elaborating further.

Q12b looked at invoicing. Many learners appear to struggle with this question, with very few gaining all 4 marks. When asked to describe the process of invoicing, there appeared to be a focus on invoices they may receive, not the process of invoicing another person/company. Limited numbers of learners were able to correctly identify what could be claimed for on an invoice, some suggesting that a performer would invoice for the venue.

Q13 was split into three responses, worth up to 7 marks, and was focused on areas surrounding a musician.

Q13a saw just over half of the learners being able to identify 2 audiences for a demo, with many referring to general audiences rather than those that would be suitable for a demo.

Q13b, which saw the least success within the paper, asked for learners to describe creative qualities. In the previous paper, a question of this nature was asked, which also did not see a great deal of success. This does indicate further focus being needed on creative qualities. Many learners referred to skills or actions, rather than qualities.

Q13c required learners to give an example of how a musician can demonstrate dynamics. This was another question that did not receive many suitable responses, with less than one fifth of the learners getting this correct. Many referred to pitch, tempo, and frequency, with some referencing body movement.

Q14 asked for learners to give reasons why dancers should know terminology, with 4 marks to be achieved upon successful completion. Learners often did not achieve full marks for this question, with many reasons being similar and others referring to looking or seeming professional. Few learners were able to expand on their answers to give reasoning.

Q15 focused on learner's knowledge of the Musicians' Union, for a total of 2 marks. Many learners did not expand their answer and explain their response, whilst others referred to them sourcing performance opportunities. Stronger performing learners were able to reference legal aspects and having a greater influence than the musician alone.

Q16 was split into three responses, worth up to 7 marks, and was focused around a performance.

Q16a sought advantages of working with others to devise a show. Many learners were able to identify that there would be more ideas and/or there would be sharing of workload, however did not expand further. Several learners discussed the performance aspect, rather than the devising stage. This limited a lot of learners.

Q16b asked learners to explain how a charitable organisation could provide help for a performance for 2 marks. Many learners were only able to gain one mark as they did not offer a further expansion or reasoning.

Q16c questioned learner knowledge on insurance. Some learners were able to identify audience injuries and performance cancellations, other learners stated areas that would not be covered by the performance.

Q17 was split into 8 questions, which totalled up to 18 marks. This group of questions were associated with a performance in a city-centre.

Q17a asked for learners to identify curfew as the regulation that requires venues to close at a specific time. Many learners were unable to name this regulation, but were able offer some reasoning as to why it is important.

Q17b required learners to demonstrate knowledge on health and safety requirements, which had some success. Some learners focused on the performers warming up rather than the health and safety of the performance.

Q17ci was the most successful question within the paper, requiring learners to analyse data in a table to calculate a cost. Learners showed strong abilities in mathematics, often demonstrating their calculations.

Q17cii was less successful in relation to maths. Learners needed to analyse a bar chart to calculate their response. Although most learners were successful in answering this, some learners mistakenly used information from the previous question to inform their answer. Learners should be aware that, unless explicitly detailed within the question, each question is isolated and will not require information from other questions to be able to answer it. This is to ensure that all marks are accessible, without the dependence of another question being correct.

Q17d asked learners to identify stages of preparation for a performance relative to a producer, other than rehearsals and the performance, for a maximum of three marks. Despite being clear and in bold in the question, learners still stated various rehearsals within their response. Other less successful learners identified preparations relative to performers, not producers. In this instance, learners not reading the question properly affected the marks achieved. It was often found that learners achieved only one of the three marks, resulting in this question being one of the least successful.

There were some strong responses for **Q17e**, where learners needed to consider the catering for an event. Successful learners were able to expand their responses with reasoning of how the food may affect the performers or crew. Learners who achieved less on this question often linked being vegan to allergies without logical expansion, rather than discussing dietary requirements or preferences.

Q17f looked for merchandise ideas, asking learners to explain why they might add to the success of a performance. Many learners were able to state merchandise ideas, but were limited by the reason it would add success to performance, or they offered the same reason for both responses. Learners should be made aware that repeat responses within a question will only be able to be given one mark. Learners must consider other reasons to be able to achieve full mark potential.

For **Q17g**, the names of production roles were required. Although there was some success with this question, it was found that many learners stated performance roles instead of production roles. Learners must be sure to read the question carefully before responding to ensure they are answering the question that is asked.

Section 3

In this concluding section, learners were asked to respond to three long form questions, with a total of 21 marks available. This was split between two 6-mark questions (Q18 and Q19) and one 9-mark question (Q20).

Learners were advised to spend approximately 30 minutes on this section. Some learners did not respond to all three of the questions or produced limited responses which the Chief Examiner speculates may have been because of time management issues. However, examiners were pleased to note that the proportion of learners who made no attempt to respond to this section continues to reduce. A common theme throughout this section of the paper was that learners did not offer an evaluation within this section, such as offering a conclusion. This specifically limited learners, preventing them from accessing a higher range of marks.

Q18 asked learners to evaluate whether a person should accept a role within a play, based on their current circumstances. Many learners made assumptions within this question and misinterpreted parts of the scenario, such as confusing the time spent on rehearsals, with how long the show is going to be running for. Learners who achieved well were able to come to well-reasoned conclusions, after discussing both the advantages and disadvantages of taking the role. Less successful learners showed an unbalanced discussion, with others dismissing full-time work as it would be too tiring. Other learners wandered away from the question, focusing on developing the narrative of the person in the scenario, rather than whether they should accept the role.

Q19 was the least successful out of section 3, with many learners not discussing professional qualities, as per the question. Many had professional qualities confused with performance skills, speaking about what is needed for a performance, such as stage presence, as opposed to timekeeping, flexibility, etc. As many learners did not show the correct knowledge, their expansion and reasoning therefore was not appropriate for the question. Often learners wrote a considerable amount, however, it was not relevant to the question. Learners should be reminded that being able to differentiate between the separate groups of skills and qualities will play a large part in the success of their responses.

In the final question, the largest number of marks were available for learners to achieve. **Q20** asked learners to analyse factors to consider for a venue, based on a scenario. Success was quite limited, with learners not expanding on their reasoning or linking back to the scenario. Many learners offered lists or bullet points, which did not allow for elaboration. Other limitations for this question were found, such as learners discussing the contents of the pantomime, not the venue. Good knowledge was seen regarding accessibility, as well as considerations of travel, capacity, and other required facilities, based on the intended audience.

Chief Examiner: Jhené Debuse

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