



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

## Internal Synoptic Project

### Past Paper December 2019

#### Centre instructions

- To be given to learners on or after **16 December 2019**.
- This internal synoptic project is intended for those learners who will be claiming their certificates in **summer 2020 only**.

#### Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each session.

#### Learner information

- This internal synoptic project will assess your knowledge and understanding from across the qualification.
- The completion time for this internal synoptic project is 21 hours.
- All of the work you submit **must** be your own.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name \_\_\_\_\_

Centre name \_\_\_\_\_

Learner number

Centre number

## Project Brief

You are required to plan and realise a live performance event.

The theme of the live performance event is **Departure**.

When you plan and realise the live performance event, you must demonstrate your skills in:

- a pre-production role
- a solo performance
- an ensemble performance.

To plan and realise your live performance event, you must provide the following:

- **a video presentation** – communicating your plans in response to the brief about the roles you are undertaking, your selection of material and choice of performance space
- **a baseline skills assessment and rehearsal plan** – demonstrating development of the required skills for your roles as a solo performer and an ensemble performer
- **a technical plan for the production** – including a stage plan, technical specification, technical rehearsal plan and event itinerary
- **a promotion plan and promotional material** for your target audience.

You **must** perform as a solo performer and an ensemble performer.

**Each performance should be between 2–5 minutes in length.**

## Learner log and project evaluation

As you work through the project, you are **required** to keep a learner log to record your approach. You should include:

- how you prepared
- what resources you used
- how you managed your time.

You **must** use your completed learner log to carry out an evaluation of the project.

## Evidence

You are required to submit the following for assessment:

- your video presentation
- your baseline skills assessment and rehearsal plan
- your technical plan for the production
- your promotion plan and promotional material
- a video recording of your solo performance
- a video recording of your ensemble performance
- your learner log, including your evaluation.

## Types of evidence

Below is a list of suggested types of evidence that you could include:

- written/word-processed documents
- presentations
- diagrams
- annotated evidence (including photographs, images, graphs and diagrams)
- posters
- leaflets
- video/audio evidence
- witness statements (as supporting evidence)
- observation records (as supporting evidence).

The video recordings for each performance (solo and ensemble) should be between 2–5 minutes in length.

Audio and visual recordings **must** be of sufficient quality to allow for assessment.

**During the project you will need to refer to the Project Brief to obtain information.**

**Please turn over for the assessment objectives and grading descriptors.**

## Assessment objectives

The internal synoptic project is a formal assessment that will contribute 60% towards your overall qualification grade and therefore it is important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief set in a real-world situation.

The internal synoptic project will be assessed holistically against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Assessment objective	% weighting
<b>AO1 – Recall knowledge and show understanding</b> The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.	10%
<b>AO2 – Apply knowledge and understanding</b> The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.	15%
<b>AO3 – Analyse and evaluate knowledge and understanding</b> The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.	20%
<b>AO4 – Demonstrate and apply technical skills and processes</b> The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools and techniques.	45%
<b>AO5 – Manage and evaluate the project</b> The emphasis here is for learners to develop the necessary skills of forethought, time management, self-reliance and self-reflection.	10%

## Grading descriptors

The assessment for each AO is broken down into bands, with each band having an associated descriptor indicating performance at that band.

Assessors must make a judgement using all of the evidence you produce to determine the assessment decisions for the internal synoptic project.

**The internal synoptic project requires effective use of integrated knowledge, understanding and skills from across the full breadth of the qualification content.**

<b>AO1 Recall knowledge and show understanding</b>	
<b>Band</b>	<b>Descriptors</b>
<b>3</b>	Learners recall and communicate a <b>comprehensive</b> knowledge and understanding of performance and production principles. Subject-specific terminology is used <b>accurately</b> and <b>consistently throughout</b> the project.
<b>2</b>	Learners recall and communicate <b>appropriate</b> knowledge and understanding of performance and production principles. Subject-specific terminology is used <b>accurately</b> on <b>occasion</b> .
<b>1</b>	Learners recall and communicate <b>basic</b> knowledge and understanding of performance and production principles. Subject-specific terminology is <b>basic</b> and <b>inconsistent</b> .
<b>NYA</b>	No rewardable material.

<b>AO2 Apply knowledge and understanding</b>	
<b>Band</b>	<b>Descriptors</b>
<b>3</b>	Learners <b>accurately</b> apply knowledge and understanding of performance and production skills and equipment, materials and techniques, which is <b>relevant</b> to the context and situation.
<b>2</b>	Learners' application of knowledge and understanding of performance and production skills and equipment, materials and techniques is <b>mostly accurate</b> and has <b>some relevance</b> to the context and situation.
<b>1</b>	Learners' application of knowledge and understanding of performance and production skills and equipment, materials and techniques is of <b>limited accuracy</b> and <b>relevance</b> to the context and situation.
<b>NYA</b>	No rewardable material.

<b>AO3 Analyse and evaluate knowledge and understanding</b>	
<b>Band</b>	<b>Descriptors</b>
<b>3</b>	Learners <b>critically</b> analyse and evaluate performance requirements, <b>systematically</b> judging and reaching <b>reasoned</b> and <b>creative</b> conclusions.
<b>2</b>	Learners <b>appropriately</b> analyse and evaluate performance requirements, judging and reaching <b>suitable</b> conclusions.
<b>1</b>	Learners <b>respond simply</b> to performance requirements and <b>provide comments</b> .
<b>NYA</b>	No rewardable material.

The assessment objectives continue on the next page.

<b>AO4 Demonstrate and apply technical skills and processes</b>	
<b>Band</b>	<b>Descriptors</b>
<b>3</b>	Learners demonstrate and apply <b>relevant</b> performance and production skills <b>effectively</b> by applying and using <b>appropriate</b> equipment, materials and techniques.  Learners demonstrate and apply performance and production skills to develop a <b>complete</b> and <b>effective</b> outcome.
<b>2</b>	Learners demonstrate and apply <b>mostly relevant</b> performance and production skills by applying and using <b>mostly appropriate</b> equipment, materials and techniques.  Learners demonstrate and apply performance and production skills to develop a <b>mostly complete</b> and <b>working</b> outcome.
<b>1</b>	Learners demonstrate and apply <b>basic</b> performance and production skills by applying and using equipment, materials and techniques in a <b>limited</b> way.  Learners demonstrate and apply performance and production skills to develop a <b>partially complete</b> outcome.
<b>NYA</b>	No rewardable material.

<b>AO5 Manage and evaluate the project</b>	
<b>Band</b>	<b>Descriptors</b>
<b>3</b>	Learners manage the project, including preparation and planning of <b>a wide range</b> of project stages, time frames and resources.  Learners evaluate <b>a range of</b> their approaches, skills and accomplishments.
<b>2</b>	Learners manage the project, including preparation and planning of <b>a range</b> of project stages, time frames and resources.  Learners evaluate <b>some of</b> their approaches, skills and accomplishments.
<b>1</b>	Learners manage the project, including preparation and planning of <b>a limited range</b> of project stages, time frames and resources.  Learners provide comments on <b>some of</b> their approaches, skills and accomplishments.
<b>NYA</b>	No rewardable material.

**This is the end of the internal synoptic project.**

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