



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

July 2022

Unit 01 Working in the performance industry

P002031

Mark Scheme

PAST PAPER

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 penalising them for 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:

A01	Recall knowledge and show understanding.
A02	Apply knowledge and understanding.
A03	Analyse and evaluate knowledge and understanding.

The weightings of each assessment objective can be found in the Qualification Specification.

Qu	Mark scheme	Total marks
----	-------------	-------------

Section 1

Total for this section: 9 marks

1	<p>Which one of the following describes the ability to read and perform a musical score easily and quickly?</p> <p>Answer: B. Fluency</p>	<p>1</p> <p>AO1=1</p>
2	<p>Which one of the following production roles would work closely with the performer in the dressing room?</p> <p>Answer: B. Make-Up Artist</p>	<p>1</p> <p>AO1=1</p>
3	<p>Which one of the following should be shown in a performer's CV?</p> <p>Answer: C. Experience</p>	<p>1</p> <p>AO1=1</p>
4	<p>Which one of the following is a promotional role?</p> <p>Answer: C. Public relations</p>	<p>1</p> <p>AO1=1</p>
5	<p>Which one of the following is the earliest stage of rehearsal?</p> <p>Answer: A. Developmental</p>	<p>1</p> <p>AO1=1</p>
6	<p>Which one of the following would be the responsibility of a dancer?</p> <p>Answer: B. To perform choreography</p>	<p>1</p> <p>AO1=1</p>
7	<p>What does the E stand for in TEN?</p> <p>Answer: B. Events</p>	<p>1</p> <p>AO1=1</p>
8	<p>Which one of the following is an item an actor would hold as part of a performance?</p> <p>Answer: A. Prop</p>	<p>1</p> <p>AO1=1</p>
9	<p>A stage manager for a musical theatre production wants to join a union.</p> <p>Which one should they join?</p> <p>Answer: C. Broadcasting, Entertainment, Communications and Theatre Union (BECTU)</p>	<p>1</p> <p>AO1=1</p>

Section 2

Total for this section: 50 marks

10	<p>Ticket sales for putting on performances could be one source of income for a professional dance company. Identify two other sources of income for a professional dance company.</p> <p>Explain how each of these two income sources could be achieved.</p> <p>Award one mark (AO1) for each identification and one mark (AO2) for each explanation to a maximum of four marks.</p> <ul style="list-style-type: none"> • Sponsorship (1) could be raised by approaching companies who would like to advertise. (1) • Funding (1) could be accessed by approaching funding bodies/charities. (1) • Merchandise sales (1) could generate income by selling branded items online/at productions. (1) <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
11	<p>Online promotion is one way of promoting a performance. Identify two other ways a dancer could promote their solo performance.</p> <p>Award one mark for each appropriate response to a maximum of two marks:</p> <ul style="list-style-type: none"> • flyer (1) • poster (1) • radio/TV/press interview. (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1=2</p>

<p>12 (a)</p>	<p>Juan is a producer for a professional musical theatre company.</p> <p>Explain one reason why Juan should hire a costume designer.</p> <p>Award one mark (AO2) for description and one mark (AO3) for expansion to a maximum of two marks.</p> <ul style="list-style-type: none"> • A costume designer will take accurate measurements (1) to make sure costumes fit well. (1) • A costume designer will have a good knowledge of materials (1) ensuring performers can work without damaging the costumes. (1) • A costume designer will ensure costumes are high quality (1) improving the look of the production. (1) • A costume designer can repair costumes (1) ensuring production is not held up by external costume repairs. (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>
<p>12 (b)</p>	<p>A costume designer is an example of a pre-production role.</p> <p>Identify two other pre-production designer roles and describe an activity carried out by each in a production.</p> <p>Award one mark (AO1) for identification and one mark (AO2) for description to a maximum of four marks.</p> <ul style="list-style-type: none"> • Lighting Designer (1) will help show to be creatively lit. (1) • Sound Designer (1) will create appropriate atmosphere through sound. (1) • Set Designer (1) will ensure set is safe to use. (1) <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
<p>13 (a)</p>	<p>A production company wants to reach a wider audience. The company decides to look for new spaces to perform in, rather than a traditional theatre.</p> <p>Identify two other types of performance space.</p> <p>Award one mark for each correct response to a maximum of two marks:</p> <ul style="list-style-type: none"> • outdoor space (1) • repurposed space (1) • multi-event space (1) • club (1) • pub (1) • school (1) • arena. (1) 	<p>2</p> <p>AO1=2</p>

	Accept any other suitable response.	
13 (b)	<p>A stage manager needs access to the backstage area during a production.</p> <p>Identify two other production roles that would need backstage access and give a reason why each role would need access.</p> <p>Award one mark (AO1) for identification of a production role and one mark (AO2) for a plausible reason for each to a maximum of four marks.</p> <ul style="list-style-type: none"> • Stage Hand (1) to move set. (1) • Crew (1) to manage equipment. (1) • Lighting Technician (1) to replace bulbs. (1) • Dresser (1) to dress performers. (1) • Make-Up Artist (1) to fix make-up. (1) • Hair and Wig Artist (1) to help performers fix hair/wig. (1) • Prop Handler (1) to ensure props are correctly placed. (1) • Sound Technician (1) to fix equipment. (1) • Front of House (1) to guide VIPs. (1) • Venue Manager (1) in case of evacuation. (1) <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
13 (c)	<p>The production company will need to consider which venues are most suitable for their audience demographic.</p> <p>Describe one way the age of the audience could affect the choice of performance venue.</p> <p>Award one mark for a suitable description.</p> <ul style="list-style-type: none"> • Older people may not be able to access certain locations. (1) • Younger audiences may not be able to travel to the location without an adult. (1) • Some age groups may feel uncomfortable attending venues using special effects and particular styles of lighting (for example, smoke machines or strobes). (1) <p>Accept any other suitable response.</p>	<p>1</p> <p>AO2=1</p>

<p>14</p>	<p>Give one reason why each of the following activities should be used in the rehearsal process:</p> <ul style="list-style-type: none"> • warm-up • cool down. <p>Award one mark (AO2) for a reason and one mark (AO3) for expansion to a maximum of four marks.</p> <ul style="list-style-type: none"> • Warm-ups help performers to focus on the task in hand (1) to ensure rehearsal time is maximised. (1) • Warm-ups help develop teamwork skills (1) to help performers collaborate in rehearsals. (1) • Warm-ups help to stretch muscles (1) to help performers avoid injury. (1) • Cool downs give performers time to reflect (1) to help them improve in the next rehearsal. (1) • Cool downs help performers to stretch their muscles (1) to avoid injury. (1) <p>Do not credit same content twice eg ‘stretch muscles’ or ‘avoid injury’.</p> <p>Accept any other suitable response.</p>	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
<p>15</p>	<p>Explain one way a developmental journal could help a performer plan for rehearsals.</p> <p>Award one mark (AO2) for explanation and one mark (AO3) for expansion.</p> <ul style="list-style-type: none"> • A developmental journal can help a performer to assess skills (1) and identify potential improvements. (1) • A developmental journal can help a performer to record creative ideas (1) to develop the quality of the performance. (1) • A developmental journal can help a performer with characterisation/choreography/composition (1) to help them add depth to their performance. (1) • A developmental journal can help a performer determine their progress (1) and identify next steps to improve further. (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

<p>16 (a)</p>	<p>Briefly explain why the following two responsibilities would be of benefit to a musician in a rehearsal:</p> <ul style="list-style-type: none"> • learning material • working safely with others. <p>Award one mark (AO2) for explanation and one mark (AO3) for expansion to a maximum of four marks.</p> <ul style="list-style-type: none"> • Learning material: memorising the music would help the musician to play more fluently (1) helping the rehearsal to go more smoothly. (1) • Working safely with others: working safely will help the musician to avoid accidents (1) avoiding injury to themselves/others in rehearsals. (1) <p>Accept any other suitable response.</p>	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
<p>16 (b)</p>	<p>Explain one way PRS for Music Limited (Performing Rights Society) could help a musician in their career.</p> <p>Award one mark (AO2) for explanation and one mark (AO3) for expansion.</p> <ul style="list-style-type: none"> • PRS collects royalties on musician’s behalf whenever their music is played or performed publicly (1) to ensure that musician is paid appropriately. (1) <p>Accept any other suitable response, including references to Mechanical-Copyright Protection Society (MCPS) and Phonographic Performance Ltd (PPL) as these organisations have combined since the specification was written.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>
<p>16 (c)</p>	<p>Give one reason why an online video could help a musician increase their profile.</p> <p>Award one mark for a reason.:</p> <ul style="list-style-type: none"> • An online video will demonstrate a musician’s skills and generate new audiences. (1) • An online video will be easily accessible to people around the world to help raise awareness of a musician. (1) <p>Accept any other suitable response.</p>	<p>1</p> <p>AO2=1</p>

<p>17 (a)</p>	<p>Lily is an actor who wants to join a union.</p> <p>Identify the union Lily should join and explain one benefit of joining a union for an actor.</p> <p>Award one mark (AO1) for identification.</p> <ul style="list-style-type: none"> Equity (1). <p>Award one mark (AO2) for explanation and one mark (AO3) for expansion.</p> <ul style="list-style-type: none"> Collective bargaining power of union (1) allows equity to establish beneficial pay rates. (1) Terms and conditions enforced on behalf of performers (1) to ensure they are treated fairly/paid correctly. (1) Offers legal advice (1) in case a performer is involved in a dispute with an employer. (1) Collects royalties from some UK sources (1) benefitting Lily financially. (1) Offers specific insurance for actors (1) potentially cheaper than standard insurance. (1) Being in union could get more work (1) because performer will have access to wider network/will have Equity card. (1) <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1=1</p> <p>AO2=1</p> <p>AO3=1</p>
<p>17 (b)</p>	<p>Perry is based in Wales and is going to apply for funding from a national organisation to put on a production.</p> <p>Identify two funding organisations available to performers in Wales.</p> <p>Award one mark for each correct response to a maximum of two marks:</p> <ul style="list-style-type: none"> Arts Council of Wales (1) Lottery funding (1) Trusts (1) Charitable foundations. (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1=2</p>

<p>17 (c) (i)</p>	<p>Perry is reviewing the budget for the production.</p> <p>Table 1 shows income for the production.</p> <p>Analyse the data in Table 1 to calculate the total income from ticket sales.</p> <p>Award one mark for the correct answer.</p> <p>£1300 (750 + 550) (1 mark)</p>	<p>1</p> <p>AO3=1</p>
<p>17 (c) (ii)</p>	<p>Figure 1 shows the total expenses for the production.</p> <p>Analyse the information in Figure 1 to calculate the percentage of expenses that will be paid out in staff costs.</p> <p>Award one mark for the correct answer.</p> <p>40% (total expenses = £1000, staff costs = £400, $400 \div 1000 \times 100 = 40\%$) (1 mark)</p>	<p>1</p> <p>AO3=1</p>
<p>17 (d)</p>	<p>The production company will need to consider a range of other outgoings, as well as staff costs.</p> <p>Identify three other outgoings a theatre company may need to consider.</p> <p>Award one mark for each correct response to a maximum of three marks:</p> <ul style="list-style-type: none"> • equipment costs (1) • venue hire costs (1) • marketing (1) • expenses. (1) <p>Do not credit staff costs as this is in the stem.</p> <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1=3</p>

<p>17(e)</p>	<p>Lily will be working with other performers in rehearsals. Working with others is an interpersonal skill.</p> <p>Explain one way that having good interpersonal skills will help rehearsals go well.</p> <p>Award one mark (AO2) for an explanation and one mark (AO3) for an expansion.</p> <ul style="list-style-type: none"> • Being supportive/encouraging of others (1) will help everyone to do their best. (1) • Being able to accept/give constructive feedback (1) will help everyone develop the production to a high standard. (1) • Being sensitive to the needs of others (1) helps to resolve difficulties. (1) <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>
<p>17(f)</p>	<p>Identify two professional skills Lily will need during rehearsals and explain how each skill could help the rehearsals to be a success.</p> <p>Award one mark (AO1) for identification of a professional skill and one mark (AO3) for an explanation, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Time management (1) will make sure full rehearsal time can be used. (1) • Language (1) will help performers communicate effectively to maximise the practice benefits of a rehearsal. (1) • Attitude (1) will ensure all performers approach challenges of a rehearsal in a positive way. (1) • Commitment (1) helps performers to overcome difficulties by getting fully involved during rehearsal. (1) <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO3=2</p>
<p>17(g)</p>	<p>Rehearsals are part of the production planning timeline. The production company will also need to consider other stages of the production process.</p> <p>Identify two stages of the production timeline, other than rehearsals.</p> <p>Award one mark for each correct response to a maximum of two marks:</p> <ul style="list-style-type: none"> • production meetings (1) • set up and take down (1) • event itinerary/call sheet (1) • access arrangements (performer and production role passes) (1) 	<p>2</p> <p>AO1=2</p>

	<ul style="list-style-type: none">• stage times (1)• running order. (1) <p>Accept any other suitable response.</p>	
--	---	--

PAST PAPER

Section 3

Total for this section: 21 marks

18	<p>A theatre company is planning a play for a local venue. The company has to decide whether to devise the play themselves or use a published script.</p> <p>Evaluate the benefits of the theatre company devising the play or using an existing published script.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">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 are present and very effective. The conclusions drawn are fully supported by judgements.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">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 are 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 style="text-align: center;">1</td> <td style="text-align: center;">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, are of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</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 are 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 are 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, are of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>
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 are 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 are 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, are of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>												

	0	No creditworthy material.
<p>Indicative content:</p> <p>Relevant knowledge</p> <ul style="list-style-type: none"> • Commentary upon implications of devising work compared to using a published script. <p>Subject-specific terminology</p> <ul style="list-style-type: none"> • Reference to creative implications: <ul style="list-style-type: none"> – stylistic considerations – genre and style – creative considerations – improvisation. • Reference to financial implications: <ul style="list-style-type: none"> – income/outgoings – PRS/PPL/BECTU – reference to rehearsal process – work of other performers – devising and composing. <p>AO2 – Application of knowledge</p> <ul style="list-style-type: none"> • Commentary upon implications of devising content: <ul style="list-style-type: none"> – freedom to be creative with content – no cost for copyright/writer or performance rights – may take longer to rehearse with cost implications for rehearsal space and wages – requires good teamwork skills to produce quality. • Commentary upon implications of scripted content: <ul style="list-style-type: none"> – may be easier/quicker to rehearse with existing script – popular script may attract more ticket sales – lack of freedom to adapt script to suit production – cost implications for paying writer/rights holders for some scripts. <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> • Evaluation of benefits of devised content over scripted content in creative and/or cost terms. • Analysis of potential difficulties devising presents: <ul style="list-style-type: none"> – could take longer to produce – content quality is dependent on actors’ abilities – unknown content could be harder to market. 		

	<ul style="list-style-type: none"> • Conclusive commentary. <p>Accept any other suitable response.</p>	
--	---	--

19	<p>Sarah has been offered a full-time place on a three-year university performance course and also a three-month nationwide tour with a musical theatre group. Sarah can only accept one of these offers.</p> <p>Evaluate the factors Sarah should consider when deciding which offer to accept.</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">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 are present and very effective. The conclusions drawn are fully supported by judgements.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">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 are 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 style="text-align: center;">1</td> <td style="text-align: center;">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 are 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 are 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>
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 are 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 are 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>												

		Analysis and evaluation, if present, are of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.
	0	No creditworthy material.

Indicative content:

Relevant knowledge

Commentary upon employment opportunities and role requirements.

Subject-specific terminology

- Reference to employability skills and qualifications.
- Reference to career development opportunities.
- Reference to qualifications and training requirements in the performing arts industry:
 - qualifications
 - Continuous Professional Development (CPD).
- Reference to employment circumstances:
 - voluntary
 - casual
 - permanent
 - part-time
 - full-time
 - fixed-term
 - freelance.

AO2 – Application of knowledge

Commentary upon performer training opportunities – benefits of gaining qualifications verses benefits of developing experience.

- University training is longer but provides stability for three years.
- Potential employment opportunities a music degree might provide.
- Networking opportunities presented by both options.
- Tour experience may lead to faster career development but lacks security.
- Financial benefits of getting paid on tour rather than paying for university training.

AO3 – Analysis/evaluation

- Analysis of potential advantages of music degree option – employability, security, networking opportunities.
- Analysis of potential advantages of tour option – financial, career development, networking opportunities.
- Advantages and disadvantages balanced.

	<ul style="list-style-type: none"> • Conclusive commentary. <p>Accept any other suitable response.</p>	
--	---	--

20	<p>Oscar is a producer arranging a music festival in a local park on a limited budget. He can only afford to hire a limited range of service providers.</p> <p>Evaluate which service providers Oscar should hire as a priority.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7–9</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 are present and very effective. The conclusions drawn are fully supported by judgements.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4–6</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 are 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 style="text-align: center;">1</td> <td style="text-align: center;">1–3</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, are of limited effectiveness. Attempts to draw</p> </td> </tr> </tbody> </table>	Level	Marks	Description	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 are 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 are 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, are of limited effectiveness. Attempts to draw</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>
Level	Marks	Description												
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 are 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 are 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, are of limited effectiveness. Attempts to draw</p>												

		conclusions are seldom successful and likely to be irrelevant.	
	0	No creditworthy material.	
<p>Indicative content:</p>			
<p>Relevant knowledge</p>			
<ul style="list-style-type: none"> • Commentary on service providers required when planning a performance event. 			
<p>Subject-specific terminology</p>			
<ul style="list-style-type: none"> • May reference specific service providers: <ul style="list-style-type: none"> – sound and lighting – staging – trucking – rigging – crewing – security – stewarding – catering. 			
<p>AO2 – Application of knowledge</p>			
<p>Commentary upon which service providers would be essential for an outdoor music festival.</p>			
<ul style="list-style-type: none"> • Sound, staging, crewing, stewarding likely to be essential for event to go ahead. • Potential for some service providers required to meet licence for event, for example, stewarding, security, and catering. • Potential size of event may affect choice of providers eg large event may need trucking & rigging, small event may manage without catering and security. • Possible small event may not require lighting if outdoors during daytime. • Choice of service providers may depend on creative decisions eg complexity of staging. 			
<p>Commentary upon which service providers may attend the festival without being paid.</p>			
<ul style="list-style-type: none"> • Sound and lighting companies may offer services for free in return for marketing or networking opportunities. • Some service providers may lower cost/work for free if event is for charity. 			

	<ul style="list-style-type: none">• Catering companies may attend for free and generate income from sales to crowd if event is large enough. <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none">• Evaluation of which service providers are essential for an outdoor music festival, considering size of event, time of day and creative requirements of event.• Evaluation of which service providers may not be essential or may offer services for free.• Analysis of potential to persuade some service providers to attend if they can generate income from another source eg from catering to crowd.• Conclusive commentary. <p>Accept any other suitable response.</p>	
--	--	--

PAST PAPER

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	2			2
12a		1	1	2
12b	2	2		4
13a	2			2
13b	2	2		4
13c		1		1
14		2	2	4
15		1	1	2
16a		2	2	4
16b		1	1	2
16c		1		1
17a	1	1	1	3
17b	2			2
17ci			1	1
17cii			1	1
17d	3			3
17e		1	1	2
17f	2		2	4
17g	2			2
18	2	2	2	6
19	2	2	2	6
20	3	3	3	9
Total	36	24	20	80