



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

Sample 2018

Unit 01 Working in the performance industry

Mark Scheme

v1.0

SAMPLE

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 relevant 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. 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 against live responses, to decide if they are 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.

SAMPLE

Section 1

Total for this section: 9 marks

Question number	Marking guidance	Total marks
1	Which one of the following technical skills refers to accuracy of pitch when performing? Answer: C (Intonation)	1 AO1=1
2	Which one of the following is the skill of a performer making their voice heard throughout a venue? Answer: C (Projection)	1 AO1=1
3	Which one of these performance roles involves moving rhythmically to music using steps and gestures? Answer: B (Dancer)	1 AO1=1
4	Which one of the following describes the primary role of Arts Council England as an organisation? Answer: A (Invests public money in the arts in England)	1 AO1=1
5	The organisation BECTU is best described as which one of the following? Answer: D (A union)	1 AO1=1
6	A person who interviews performers for articles to be published in a magazine is known as which one of the following? Answer: B (A journalist)	1 AO1=1
7	Which one of the following promotional items is not typically used to promote a performer to the general public? Answer: B (A demo)	1 AO1=1

<p>8</p>	<p>A stage hand would be responsible for which one of the following activities during a performance?</p> <p>Answer: D (Making sure that the scenery and backdrops are in place)</p>	<p>1</p> <p>AO1=1</p>
<p>9</p>	<p>As a performer, it is important to undertake warm up exercises for which one of the following reasons?</p> <p>Answer: C (To avoid injury to yourself during a rehearsal)</p>	<p>1</p> <p>AO1=1</p>

SAMPLE

Section 2

Total for this section: 50 marks

Question number	Marking guidance	Total marks
10	<p>Describe two benefits for Charlie of watching the video recording of this performance during the rehearsal.</p> <p>Award one mark for statement and one mark for an expansion up to a maximum of two marks per response.</p> <ul style="list-style-type: none"> • Identifying successes and things to improve (1) to improve his own technical skills (1). • Identifying how he interacts with the band (1) to plan for future rehearsals (1). <p>Credit other suitable responses.</p> <ul style="list-style-type: none"> • To interact with the band more effectively (1). • To improve his communication skills/interpersonal skills (1). 	<p>4</p> <p>AO1=2 AO2=2</p>
11 (a)	<p>Give three benefits for Ayesha of using a social media page for promotion.</p> <p>Award one mark for each reason.</p> <ul style="list-style-type: none"> • Free (1) • Simple (1) • Large audience (1) • Contain a variety of media (1) <p>Credit other suitable responses.</p>	<p>3</p> <p>AO1=3</p>

<p>11 (b)</p>	<p>Explain one reason a performer would include a biography in their promotional material.</p> <p>Award one mark for statement and one mark for expansion up to a maximum of two marks.</p> <ul style="list-style-type: none"> • To highlight skills (1) because this will help to find work (1). • To highlight experience (1) because this will help to find work (1). • To provide press with information (1) because this will help to find work (1). <p>Credit other suitable responses.</p>	<p>2</p> <p>AO2=1 AO3=1</p>
<p>11 (c)</p>	<p>Explain one reason the two qualities shown below are important for a successful dancer.</p> <p>Award one mark for statement and one mark for expansion per response up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Commitment: Continually looking for new ways to improve (1) to build professional reputation/skills repertoire/dance knowledge (1). • Knowledge of terminology: Allows communication with other professionals/choreographers (1) to ensure the success of rehearsals/performance/development of piece/ensure clear communication/demonstrate professionalism (1). <p>Credit other suitable responses.</p>	<p>4</p> <p>AO1=2 AO2=2</p>
<p>12 (a)</p>	<p>List two employment responsibilities for an individual working freelance in the performance industry.</p> <p>Award one mark for each correct answer.</p> <ul style="list-style-type: none"> • Tax (1) • National Insurance (1) • Keeping records and accounts (1) • Invoicing (1) 	<p>2</p> <p>AO1=2</p>

<p>12 (b)</p>	<p>Explain two benefits of working freelance in the performance industry.</p> <p>Award one mark for each of the following answers.</p> <ul style="list-style-type: none"> • Freedom (1) to take on a range of roles at the same time (1) • Flexibility (1) to choose own hours, allowing time for auditions (1). <p>Credit other suitable responses.</p>	<p>4</p> <p>AO1=2 AO2=2</p>
<p>12 (c)</p>	<p>Identify one way individuals can access information about employment opportunities in the performance industry.</p> <p>Award one mark for one of the following answers.</p> <ul style="list-style-type: none"> • Trade journals (1) • Internet advertising (1) • Agencies (1) • Networking (1) • Social media (1) <p>Credit other suitable responses.</p>	<p>1</p> <p>AO1=1</p>
<p>12 (d)</p>	<p>Explain two benefits of being a member of a union for a performer.</p> <p>Award one mark for statement and one mark for expansion up to a maximum of two marks per response.</p> <ul style="list-style-type: none"> • Essential for professional work (1) to further a performer's career (1) • Provide a fee scale (1) to ensure income (1) • Provide legal advice (1) to support disputes (1). 	<p>4</p> <p>AO2=2 AO3=2</p>

<p>13</p>	<p>Explain one way in which a publicist and a writer work together to promote a performer.</p> <p>Award one mark for statement and one mark for expansion up to a maximum of two marks.</p> <p>The publicist may ask the writer to create a written piece about the performer (1) which can then be used in books/newspapers/magazines/promotion (1).</p> <p>Credit other suitable responses.</p>	<p>2</p> <p>AO2=1 AO3=1</p>
<p>14 (a)</p>	<p>Explain two ways in which a collaborator may help Amelia as a performer.</p> <p>Award one mark for statement and one mark for expansion up to a maximum of two marks per response.</p> <ul style="list-style-type: none"> • By providing feedback (1) which encourages development (1) • By providing creative ideas (1) which can be developed (1) • By providing support/encouragement (1) to build confidence as a performer (1) • By working on projects together (1) to provide motivation (1). <p>Credit other suitable responses.</p>	<p>4</p> <p>AO2=2 AO3=2</p>
<p>14 (b)</p>	<p>Explain one effect on Amelia's income if she worked with a collaborator.</p> <p>Award one mark for statement and one mark for expansion up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Profits would potentially be shared (1) which would reduce Amelia's income (1) • Profits could be increased by more work as a result of successful collaboration (1) which would increase Amelia's income (1). <p>Credit other suitable responses.</p>	<p>2</p> <p>AO2=1 AO3=1</p>

<p>15 (a)</p>	<p>State the term used to describe this type of performance space.</p> <ul style="list-style-type: none"> • Repurposed (1) 	<p>1 AO1=1</p>
<p>15 (b)</p>	<p>Explain one reason why a curfew would be put in place for a performance event.</p> <p>Award one mark for statement and one mark for expansion up to a maximum of two marks per response.</p> <ul style="list-style-type: none"> • To avoid disturbing neighbours/local residents (1) as the audience leaves/from performance noise (1) • To comply with local licensing regulations (1) and avoid a fine (1). <p>Credit other suitable responses.</p>	<p>2 AO2=1 AO3=1</p>
<p>15 (c)</p>	<p>Identify two types of service providers Safia may hire technical equipment from for the event.</p> <p>Award one mark per service provider up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Sound company (1) • Lighting company (1) • Staging company (1) <p>Credit other suitable responses.</p>	<p>2 AO1=2</p>
<p>15 (d)</p>	<p>Analyse the data in Figure 1 to identify the age and gender of the largest group.</p> <p>Award one mark per correct answer up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Females (1) • Aged 20-25 (1) 	<p>2 AO3=2</p>

<p>15 (e)</p>	<p>Identify three other possible examples of income sources for a performance event.</p> <p>Award one mark per response up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Ticketing sales (tickets) (1) • Funding (arts council grant etc) (1) • Merchandise sales (1) <p>Credit other suitable responses.</p>	<p>3</p> <p>AO1=3</p>
<p>15 (f)</p>	<p>Describe one advantage and one disadvantage of using sponsorship to finance a performance event.</p> <p>Award one mark per suitable identification of advantage and one mark for description.</p> <ul style="list-style-type: none"> • Assured income (1) to allow event to proceed (1) • Sponsors likely to cover additional/unforeseen costs (1) as it is in the interests of sponsors to be associated with a successful event (1). <p>Award one mark per suitable identification of disadvantage and one mark for description.</p> <ul style="list-style-type: none"> • Sponsors likely to place product/advertising which could potentially be distracting/not sit with nature of event/be contrary to beliefs of artists or audience (1) which could affect credibility/success of event (1). <p>Do not credit multiple instances of advantages or disadvantages.</p>	<p>4</p> <p>AO2=2</p> <p>AO3=2</p>
<p>15 (g)</p>	<p>State two licensing organisations that Safia might have to work with.</p> <p>Award one mark per licensing organisation up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Local council/licensing authority (1) • Fire service (1) • Royalty collection agency (eg PRS/PPL) (1) <p>Accept examples but do not credit multiple examples of the same type of licensing organisation.</p>	<p>2</p> <p>AO1=2</p>

<p>16</p>	<p>Explain one way in which Jack might prepare to undertake an improvisation session as a performer.</p> <p>Award one mark for identification and one mark for description up to a maximum of two marks per response.</p> <ul style="list-style-type: none"> • Run through technical exercises (1) to prepare himself physically/warm up (1) • Run through previously learnt material (1) to clear mind/prepare mentally (1) • Run through ideas (1) to provide starting point/back up (1). <p>Credit other suitable responses.</p>	<p>2</p> <p>AO2 =1 AO3 =1</p>
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Section 3

Total for this section: 21 marks

Question number	Marking guidance			Total marks												
17	Evaluate the importance of memorising material as a performer.			6 AO1=2 AO2=2 AO3=2												
<table border="1"> <thead> <tr> <th data-bbox="357 465 469 501">Level</th> <th data-bbox="469 465 603 501">Marks</th> <th data-bbox="603 465 1230 501">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="357 501 469 981">3</td> <td data-bbox="469 501 603 981">5 – 6</td> <td data-bbox="603 501 1230 981"> <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 data-bbox="357 981 469 1608">2</td> <td data-bbox="469 981 603 1608">3 – 4</td> <td data-bbox="603 981 1230 1608"> <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 data-bbox="357 1608 469 2042">1</td> <td data-bbox="469 1608 603 2042">1 – 2</td> <td data-bbox="603 1608 1230 2042"> <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</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>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw</p>
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		conclusions are seldom successful and likely to be irrelevant.
	0	No relevant material.

Indicative content

Relevant knowledge:

- Commentary upon professional attitude (also with those working in production roles)
- Commentary upon working relationships with other performers.

Application of knowledge:

- Commentary upon delivery of effective performance
- Commentary upon communication with audience.

Analysis and evaluation:

- May make references to specific role requirements and expectations with comparisons/analysis
- Evaluation may include references to pros/cons and evaluation of other skills (sight reading/improvisation)
- Evaluation may include references to broader concepts (eg believability of character, confidence, fluency and mastery of material, credibility of performance, perceived emotional content).

Subject specific terminology:

- Commentary upon effective utilisation of time in rehearsals
- Commentary may draw from across performance disciplines
- May reference technical exercises/memory exercises/muscle memory as learning tool.

Other suitable responses must be awarded credit.

18	<p>Analyse to what extent a poster is a valuable promotional format for the production?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">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 is 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 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 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, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">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>6</p> <p>AO1=2 AO2=2 AO3=2</p>
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	<p>Indicative content</p> <p>Relevant knowledge:</p> <ul style="list-style-type: none"> • Commentary upon purpose of poster as promotional device • Commentary upon alternate promotional devices • Commentary upon audience reach. <p>Subject specific terminology:</p> <ul style="list-style-type: none"> • Reference to context of promotional activity in arts event • Reference to poster format and content – pros and limitations (ie potentially striking graphic, info content limited, relies on active interest of audience to link to further info) • Reference to other formats – pros and limitations (eg flyers, word of mouth, press adverts, radio promo, website, social media). <p>Application of knowledge:</p> <ul style="list-style-type: none"> • Commentary upon content of poster in context of promotion (what info poster is likely to provide as a promotional tool) • Why a poster may have been chosen (eg cost, ease, image of event, availability of places to display). <p>Analysis and evaluation:</p> <ul style="list-style-type: none"> • Analysis of pros and cons of poster as promotional device (eg effectiveness in conveying information, audience reach, cost, visibility) • Evaluation of poster against other promotional devices (eg hard copy vs. web based promotion) • Conclusion – explores extent of value. <p>Other suitable responses must be awarded credit.</p>	
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19	<p>Discuss the importance of a technical rehearsal to the success of a performance.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>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 is 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 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 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, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</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 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.	9 AO1=3 AO2=3 AO3=3
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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>Indicative content</p> <p>Relevant knowledge:</p> <ul style="list-style-type: none"> • Commentary upon purpose of technical rehearsal • Commentary upon when rehearsal would be undertaken • Commentary upon who is involved – performers and production. <p>Subject specific terminology:</p> <ul style="list-style-type: none"> • Commentary upon technical production aspects – lights, sound, set, stage, props • Commentary upon makeup, costume, hair etc • Commentary in regards to H&S checks. <p>Application of knowledge:</p> <ul style="list-style-type: none"> • Commentary upon function of rehearsal in context of production – ensures smooth running for benefit of performers/production and audience • Commentary upon how technical rehearsal allows for final adjustments to technical production and performance • Commentary upon how technical rehearsal allows for practice of entrances /exits/cues /schedules • Commentary upon interaction of production roles and performers. <p>Analysis and evaluation:</p> <ul style="list-style-type: none"> • Evaluation of value of rehearsal and potential impact upon success of performance. • What the repercussions are of no technical rehearsal. • Broader concepts (eg to calm nerves of performers, allow for group dynamics between performers onstage, allow for performers to get feel of venue/stage). • Concluding statement of discussion – summary of why it is important. <p>Other suitable responses must be awarded credit.</p>	
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Assessment Objective Grid

Question	AO1	AO2	AO3	Total
Section 1				
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
Total	9	0	0	9
Section 2				
10	2	2		4
11 (a)	3			3
11 (b)		1	1	2
11 (c)	2	2		4
12 (a)	2			2
12 (b)	2	2		4
12 (c)	1			1
12 (d)		2	2	4
13		1	1	2
14 (a)		2	2	4
14 (b)		1	1	2
15 (a)	1			1
15 (b)		1	1	2
15 (c)	2			2
15 (d)			2	2
15 (e)	3			3
15 (f)		2	2	4
15 (g)	2			2
16		1	1	2
Total	20	17	13	50
Section 3				
17	2	2	2	6
18	2	2	2	6
19	3	3	3	9
Total	7	7	7	21
Paper Total	36	24	20	80