

**NCFE Level 1/2 Technical Award in Performance Skills (603/2960/9)****Assessment Date: 01/07/2022****Paper Number: P002031**

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
- planning in the external assessment.

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.

<b>NYA</b>	<b>Level 1 Pass</b>	<b>Level 1 Merit</b>	<b>Level 1 Distinction</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
0-17	18	23	28	33	43	53

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.

<b>Maximum UMS Score*</b>	<b>Level 1 Pass</b>	<b>Level 1 Merit</b>	<b>Level 1 Distinction</b>	<b>Level 2 Pass</b>	<b>Level 2 Merit</b>	<b>Level 2 Distinction</b>
160	24-46	47-69	70-91	92-114	115-137	138-160

\* In order 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.

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## 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 in order 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

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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 often 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 range of available grades, however the limitations to achieving marks at the higher grade boundaries were mostly found within section 3, where learners were required to produce evaluative responses. It appeared that, although these three questions were often attempted, an evaluative approach was not taken by many, resulting in a lower mark being obtained; many learners were able to reflect some relevant knowledge, but were limited when concluding or offering analysis.

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 a fair number of learners had made some attempt to respond to each question within the paper.

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. Evidence in this particular window drew attention to a limitation in the recognition and understanding of associated organisations, such as PRS, unions and funding associations, as well as knowledge of legislation. Very few learners had success when responding to questions in relation to these areas, which suggests these aspects Unit 1 may not be covered as thoroughly as required.

Unlike previous assessment windows, very few learners had made notes on the paper or appear to have returned to questions that they were less confident in answering. Higher achieving learners tended to be able to offer reasoning and elaboration 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.

Learners that achieved well within section 3 ensured that they had offered a conclusion within their evaluations; and/or being able to justify their responses with reasoning.

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.

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## 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.

## 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

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### 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. All learners responded to all questions in this section.

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In **Q1**, learners were asked to identify which term means to be able to read and perform a musical score easily and quickly. Only half of the learners sitting this paper were able to correctly identify the term out of 4 possible options, making this question the second lowest in success out of the multiple-choice questions. Many learners chose intonation as their incorrect answer instead of fluency, which suggests that learners may not be learning these two terms as deeply as necessary for appropriate application.

**Q2** asked learners to select the role that would work with a performer in a dressing room. A high majority of learners were able to correctly select Make-Up Artist as the correct answer, with a very small number of learners getting this incorrect.

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**Q3** focused on the elements within a performer CV. Alike to question 2, this had a very high success rate, showing that learners are confident within this area of study.

**Q4** required learners to identify the promotion role out of four choices. Many correctly selected Public Relations as the correct response to this question, however some learners opted for roles that were part of production or performance.

Less success was found with **Q5**, where learners were asked to select the earliest stage of rehearsal, with learners choosing dress or technical, as opposed to developmental. This could suggest that there is further need for the learners to understand the differentiation between each rehearsal type and the order of which they are undertaken.

All learners were able to correctly choose the correct answer when asked what the responsibility of a dancer was for **Q6**, showing that they have confidence in one of the most significant roles within the performance sector.

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**Q7** saw the least success out of the MCQs, with less than a third of the learners knowing what TEN stands for in relation to licencing, when considering the production for a performance event. The Chief Examiner would like to highlight that all areas of the qualification specification are subject to assessment, so ensuring that subject-related acronyms should be a focus when delivering unit 1.

For **Q8**, a high number of learners were successful in selecting a prop as the item that an actor would hold as part of a performance, with very few selecting inappropriate responses. Again, this indicates that learners were confident with the roles and closely associated items surrounding these when performing.

**Q9**, the last of the MCQs, required learners to identify the correct union for a stage manager to join out of 4 possible choices, two thirds of the learners were able to select Broadcasting, Entertainment, Communications and Theatre Union (BECTU) as the correct union, with many others incorrectly selecting the Musician's Union.

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## **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, for each individual question.

**Q10** asked for learners to identify two sources of income for a professional dance company, aside from ticket sales, explaining how each of these could be achieved. Learners often were able to identify the income source, however appeared to have found difficulty when expanding on the achievement of each. The least successful responses offered ticket sales again as a response, others chose not to respond at all to this question.

In **Q11**, ways to promote a performance were assessed, with many learners gaining at least one of the two marks for this question. As this question was asking for alternatives to online promotion, some learners had limitations due to still naming online promotion types, or stating adverts as a response, which was not specific enough to be able to award, due to how broad the term is.

Question **12** was broken into two individual questions which focused on pre-production roles, with a total of six marks available.

**Q12a** required learners to explain why a costume designer should be hired for a production, for two marks. Many learners appeared to have struggled to offer reasoning, with only a few learners being able to achieve the full marks available for this question. For this question, to design costumes was not an appropriate response, but was common amongst the answers given.

**Q12b** then asked for another two pre-production designer roles, with explanation of an activity that they may do, for four marks. This was not a highly successful question for many learners, with answers often stating performance roles, or production roles. Where learners were able to correctly identify designer roles, there was often limited expansion offered on the activities that they completed. Similarly to 12a, the answers were vague and/or didn't focus on the design aspect of their role.

**Q13** was split into three responses, worth up to 7 marks, and was focused on topics surrounding the venue and the backstage area.

**Q13a** asked for learners to identify different performance spaces other than a traditional theatre. Many students had success with their responses to this question, with the only limitations being those which were vague or not suitable for a performance. Many learners gained at least one mark out of the two available for this question.

**Q13b** was worth 4 marks, asking learners to identify production roles that need access to the backstage area and to offer a reason why. Successful learners offered appropriate reasoning and were sure to state production roles, however the less successful learners did not state production roles and gave unclear reasoning. Examiners found that performance roles were being confused with production roles, which suggests that learners may need further clarification on the difference of each, or to pay particular attention to the terms used in the question.

**Q13c**, the final part of question 13 looked at why age may affect the venue suitability when choosing one for a production. Over half of the learners were able to offer a reasonable response for this question, however others appear to have not been confident in linking age to venue choice.

**Q14** was worth 4 marks and asked why both warm-ups and cool downs should be used in the rehearsal process. Many learners were able to suggest that they prevented injury, however, did not offer a reason why. Some learners were not able to differentiate between the two, being unable to demonstrate their placement in rehearsals, or the importance of them. The average mark for these questions was under two, which shows that learners may need extra clarification on their purpose and reasoning.

**Q15** saw limited success, with learners struggling to explain why a developmental journal could help a performer plan for rehearsals; few were able to achieve one out of the two marks. Answers tended to suggest that the plan told them what to do, as opposed to them writing it, or alternatively, there was little focus on how it helps to plan for rehearsals. This appears to be a question that showed evidence of the question not being read carefully, or in full.

**Q16** was split into three responses, worth up to 7 marks, and was focused on musicians. **16a** asked for an explanation of why learning material and working safely with others would be of benefit to a musician in a rehearsal. Some learners were able to achieve the full 4 marks for this question, however others were not as successful. Learners who achieved lower marks were not able to offer reasoning, or clearly identify benefits specifically for rehearsals. Higher achieving learners offered thoughtful responses that related to rehearsals specifically.

**16b** required learners to explain one way PRS for Music could help a musician in their career, for two marks. No learners achieved the full marks available for this question, with only some learners showing awareness of PRS and their function within the music sector.

**16c** saw just over a third of the learners gain the one mark available for explaining why an online video could help a musician increase their profile. Responses to this question did not elaborate clearly, often just stating that people will see it. Learners should be reminded that

questions that require reasoning should be specific and clear in order to gain marks for the application of knowledge.

**Q17** was split into 8 questions, which totalled up to 18 marks. This group of questions were focussed on working within and on a production.

**Q17a** asked learners to identify the union an actor should join and asked for one benefit of them joining a union. Very few learners were able to correctly identify Equity as the appropriate union, with some learners being able to elaborate on a benefit. This does draw attention to a limitation of knowledge relating to unions and the need for additional focus on their function and importance for performers.

**Q17b** looked at funding organisations that are available to performers. This saw greater success for those that attempted this question, however examiners found that some responses were not stating specific organisations so were unable to award marks.

**Q17ci** asked learners to use data that was available to calculate the cost of ticket sales for a production. Many learners added up all the figures that were offered, rather than those that were specifically for ticket sales, which resulted in less than half of the learners getting this question correct. Learners must read the question carefully to ensure that they are using the right figures that are needed for the calculation. Previous papers have asked for all the data to be used; however, this is not appropriate for all papers.

**Q17cii** required a percentage to be given of the total staff costs, based on a bar chart showing the expenses of a production. Half of the learners got this question correct, with other learners showing limitations when calculating percentages.

For three marks, **Q17d** questioned learners on their knowledge of production costs, other than staffing. There was some success within this question, with most learners being able to offer at least one suitable response out of three. Limitations were seen when learners still stated specific staff that needed to be paid, as opposed to outgoings like equipment and venue costs. Questions need to be read thoroughly to ensure that marks are not lost unnecessarily.

**Q17e** questioned the learners on their understanding of interpersonal skills, asking how they will help rehearsals go well for two marks. Under half of the learners were able to offer an explanation that was suitable for this question, however some learners did achieve the full two marks.

**Q17f** enquired about professional skills needed during rehearsals and how they could help the rehearsal to be a success. Few learners were able to achieve the full 4 marks for this question, with many learners being unable to neither identify professional skills or how they help. Limitations have been found across this paper and in previous papers when learners have been offering examples of skills. Often, they are confused with qualities and behaviours, or general conduct, for example, punctuality being stated as a skill.

**Q17g** asked for two stages of the production timeline other than rehearsals, for two marks. A low number of learners were able to answer this question correctly, many offering different types of rehearsal as their responses, not reading the question thoroughly.

**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 take an evaluative approach within this section, such as offering a conclusion. This specifically limited learners, preventing them from accessing a higher range of marks.

**Q18** asked for an evaluation of the benefits of a theatre company devising a play or using an existing published script. Learners were able to show knowledge within this section, showing that they understood the difference between each of these, however limitations came when offering a range of benefits. Many learners focused on only a few statements, often only a short paragraph to answer this 6-mark question. Some learners referred to the existing published script as boring and other synonymous terms, whereas others referred to devising a new one as too difficult. This may be a personal reflection of their own experiences, for which the Chief Examiner would like to remind learners to think broader than when under exam conditions. Some learners did not respond to this question at all, which resulted in considerable marks lost.

**Q19** requested an evaluation of the factors to consider when deciding between a three-year university placement or a three-month nationwide tour. As with question 18, learners offered some valid points for their responses, but appeared to be limited when it came to evaluating and concluding. Reasoning was limited for many learners, with some learners being unaware of what a university placement entails. The Chief Examiner would like to emphasise the importance of understanding the pathways of progression, as well as the expectations and value of each route.

In the final question, the largest number of marks were available for learners to achieve. **Q20** asked learners to evaluate which service providers should be hired as a priority for a music festival with a limited budget. Many learners were able to offer some suitable services for the festival with an element of reason, however many learners discussed areas other than services, or did not offer the names of the providers of the required elements of the production, such as catering. Some responses did not tend to focus on the vital services or aspects of the festival, often focusing on one or two. For this question, learners should take a thorough approach ensure that they cover the detail needed to achieve the 9 marks. Evaluations and conclusions are essential to be able to achieve the higher marks and should make a strong attempt focus on the requirements of the question.

**Chief Examiner:** Jhené Debusse

**Date:** 17th August 2022

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