



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

November 2021

Unit 01 Working in the performance industry

P001402

**Mark Scheme**

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 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:

<b>AO1</b>	Recall knowledge and show understanding.
<b>AO2</b>	Apply knowledge and understanding.
<b>AO3</b>	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><b>A performer uses their voice to communicate with everyone in the auditorium.</b></p> <p><b>Which one of the following skills is the performer using?</b></p> <p>Answer: C. Projection</p>	<p><b>1</b></p> <p><b>AO1</b></p>
---	---	-----------------------------------

2	<p><b>Which one of the following is timekeeping an example of?</b></p> <p>Answer: C. A professional quality</p>	<p><b>1</b></p> <p><b>AO1</b></p>
---	---	-----------------------------------

3	<p><b>A fire alarm sounds.</b></p> <p><b>Who is usually responsible for evacuating the audience?</b></p> <p>Answer: B. Front of house</p>	<p><b>1</b></p> <p><b>AO1</b></p>
---	---	-----------------------------------

4	<p><b>Which one of the following stages of rehearsal usually comes just before the opening performance?</b></p> <p>Answer: B. Dress</p>	<p><b>1</b></p> <p><b>AO1</b></p>
---	---	-----------------------------------

5	<p><b>Performers want to avoid injury before a performance.</b></p> <p><b>Which one of the following activities should the performers use?</b></p> <p>Answer: D. Warm-up exercises</p>	<p><b>1</b></p> <p><b>AO1</b></p>
---	--	-----------------------------------

6	<p><b>A member of the audience is injured during a performance.</b></p> <p><b>Which one of the following legal requirements protects a performer against this type of legal claim?</b></p> <p>Answer: B. Public liability insurance</p>	<p><b>1</b></p> <p><b>AO1</b></p>
---	---	-----------------------------------

7	<p><b>National Insurance is one of the financial records many performers are responsible for keeping.</b></p> <p><b>Which one of the following describes National Insurance?</b></p> <p>Answer: D. Money paid to the government</p>	<p><b>1</b></p> <p><b>AO1</b></p>
8	<p><b>Which one of the following technical skills describes the accuracy of pitch in playing or singing?</b></p> <p>Answer: C. Intonation</p>	<p><b>1</b></p> <p><b>AO1</b></p>
9	<p><b>Many performers have visual recordings of their best performances to send to potential employers.</b></p> <p><b>What is this item usually called?</b></p> <p>Answer: D. Showreel</p>	<p><b>1</b></p> <p><b>AO1</b></p>

**Section 2**

**Total for this section: 50 marks**

<p><b>10 (a)</b> <b>Jessica is a dancer. She is working with a choreographer to prepare for a production.</b></p> <p><b>Briefly explain two reasons why it is important for a dancer to respond to direction during rehearsals.</b></p> <p>Award one mark (AO2) for a reason and one mark (AO3) for an expansion of that reason to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• To know what to do onstage (1) to create an engaging performance. (1)</li> <li>• To make sure that preparation time is used productively (1) to not waste time. (1)</li> <li>• To develop choreography (1) by understanding the choreographer’s intentions. (1)</li> <li>• To understand the choreography of the whole production (1) so that you can work well with other dancers. (1)</li> <li>• Ignoring direction could upset others involved and spoil the effect (1) and the performer’s professional reputation will suffer. (1)</li> <li>• If a performer gets a reputation for ignoring direction, they may not get work (1) and will suffer financially. (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>4</b></p> <p><b>AO2= 2</b></p> <p><b>AO3= 2</b></p>
<p><b>10 (b)</b> <b>Identify two other performance roles and give an example of how performers would respond to direction in each role.</b></p> <p>Award one mark (AO1) for each role and one mark (AO2) for an example to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Actor (1) stands in a particular place on stage according to feedback given by the director. (1)</li> <li>• Singer (1) adapts the volume or pitch according to feedback given by the director. (1)</li> <li>• Musician (1) learns the required dynamics as directed by the composer/director. (1)</li> <li>• Musical Theatre Performer (1) takes direction on how to deliver role. (1)</li> </ul> <p>Accept other suitable response.</p>	<p><b>4</b></p> <p><b>AO1= 2</b></p> <p><b>AO2= 2</b></p>

<b>11</b>	<p><b>Name and contact details are items included in a CV.</b></p> <p><b>Identify</b> two other <b>items that might be included in a performer’s CV.</b></p> <p>Award one mark for each to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Performance experience/roles.</li> <li>• Key people worked/collaborated with.</li> <li>• Physical/vocal skills.</li> <li>• Instruments played.</li> <li>• Vocal/playing range.</li> <li>• Specialist grades/qualifications.</li> <li>• Other relevant skills (e.g., driving licence).</li> <li>• Specific demographics (e.g., gender, age, as relevant to being cast for acting roles)</li> </ul> <p>Accept any other suitable response.</p> <p>Do not accept ‘professional qualities’ or responses that are not measurable.</p>	<p><b>2</b></p> <p><b>AO1</b></p>
-----------	--	-----------------------------------

<b>12 (a)</b>	<p><b>Posters and billboards can help to promote an upcoming performance.</b></p> <p><b>Briefly explain how a promoter might increase ticket sales for a pantomime by using posters and billboards.</b></p> <p>Award one mark (AO2) for an explanation and one mark (AO3) for an expansion to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Use posters/press adverts to advertise the stars of the show (1) to attract interest from potential audience. (1)</li> <li>• Place billboards in busy areas (1) so that lots of people will see them and generate maximum interest. (1)</li> <li>• Display clear information of venue/ticket price/other booking info (1) to ensure interested audience know how/where to see the show. (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO2= 1</b></p> <p><b>AO3= 1</b></p>
---------------	--	---

<p><b>12 (b)</b></p>	<p><b>A promoter is a pre-production role.</b></p> <p><b>Identify</b> two other <b>pre-production roles</b> and <b>give an example of how</b> each <b>role might help in developing the pantomime.</b></p> <p>Award one mark (AO1) for each identification and one mark (AO2) for each expansion to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Set Designer (1) designs staging to ensure performance safety. (1)</li> <li>• Choreographer (1) creates dance numbers to engage audience. (1)</li> <li>• Lighting Designer (1) ensures performance can be seen to best effect. (1)</li> <li>• Sound Designer (1) ensures performers can be heard clearly. (1)</li> <li>• Costume Designer (1) creates costumes that will allow performers to move flexibly on stage. (1)</li> <li>• Composer (1) creates musical numbers that will encourage the audience to sing along. (1)</li> <li>• Script Writer (1) writes jokes that will make the audience laugh and enjoy the shows. (1)</li> <li>• Director (1) stages the production to show the performers to their best effect. (1)</li> </ul> <p>Accept any other suitable response.</p> <p>Note: only accept answers that are linked to the development of the production of the show, on stage.</p>	<p><b>4</b></p> <p><b>AO1= 2</b></p> <p><b>AO2= 2</b></p>
<p><b>13 (a)</b></p>	<p><b>Marco is a tour manager who makes sure that the stage crew know the different technical specifications for a theatre production.</b></p> <p><b>Identify</b> two <b>technical specifications that Marco could use to show equipment requirements for a production.</b></p> <p>Award one mark for each correct response to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• sound</li> <li>• lighting</li> <li>• props</li> <li>• make-up and costume.</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO1</b></p>



<p><b>13 (b)</b></p>	<p><b>Performers in the theatre production can use a baseline skills assessment. This will help them to identify their own existing skills and prepare for rehearsals.</b></p> <p><b>Identify two other methods performers could use to plan for rehearsals and explain how each method could help a performer during the rehearsal process.</b></p> <p>Award one mark (AO1) for each method and one mark (AO2) for each expansion to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• SWOT analysis (strengths, weaknesses, opportunities, and threats) (1) allows performer to identify strengths/weaknesses/ opportunities/threats in order to develop/mitigate against these in the development process. (1)</li> <li>• Rehearsal schedule (1) helps performers know which rehearsals to attend/prepare for. (1)</li> <li>• Action planning (1) helps performers to set targets for themselves to achieve. (1)</li> <li>• Developmental journal (1) helps performers reflect on their progress. (1)</li> <li>• Study of audio/video performances (1) helps performers to develop other perspectives on their performances. (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>4</b></p> <p><b>AO1= 2</b></p> <p><b>AO2= 2</b></p>
<p><b>13 (c)</b></p>	<p><b>Give one example of how Marco could use people management skills effectively as a tour manager.</b></p> <ul style="list-style-type: none"> <li>• Being understanding when staff have difficulties. (1)</li> <li>• Mentoring/supporting staff to develop skills. (1)</li> <li>• Managing conflict between staff. (1)</li> <li>• Encouraging staff to complete tasks which they may be reluctant to do. (1)</li> </ul> <p>Accept other suitable responses.</p>	<p><b>1</b></p> <p><b>AO2</b></p>
<p><b>14</b></p>	<p><b>Tanveer is a musical theatre performer. He has been working on his facial expressions for the next performance.</b></p> <p><b>Explain one reason why facial expression is important in a performance.</b></p> <p>Award one mark (AO2) for an explanation and one mark (AO3) for an expansion.</p>	<p><b>2</b></p> <p><b>AO2= 1</b></p> <p><b>AO3= 1</b></p>

	<ul style="list-style-type: none"> <li>• Can give individual interpretation of role (1) to make the performance unique. (1)</li> <li>• Can evoke/express emotions of the role (1) which will engage audience. (1)</li> <li>• Can communicate character intentions (1) to justify their actions to the audience. (1)</li> </ul> <p>Accept any other suitable response.</p>	
<p><b>15 (a)</b></p>	<p><b>Sarah is a booking agent. She is looking for venues to put on a performance by a group of musicians.</b></p> <p><b>Explain why each of the following performance spaces would be suitable for a music performance.</b></p> <p>Award one mark (AO2) for an explanation and one mark (AO3) for an expansion of each venue to a maximum of four marks.</p> <p><b>Arena:</b></p> <ul style="list-style-type: none"> <li>• Arena is large (1) allowing a larger audience to attend and increasing ticket sales. (1)</li> <li>• Arena will have technical provision for a concert (1) making set-up and concert management easier. (1)</li> </ul> <p><b>Pub:</b></p> <ul style="list-style-type: none"> <li>• Pub is small (1) creating intimate atmosphere. (1)</li> <li>• Pubs are local (1) so audiences unwilling or unable to travel can be accessed. (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>4</b></p> <p><b>AO2= 2</b></p> <p><b>AO3= 2</b></p>
<p><b>15 (b)</b></p>	<p><b>Explain one way in which networking will help Sarah to recruit performers for a concert.</b></p> <p>Award one mark (AO2) for an explanation and one mark (AO3) for an expansion to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Sarah will meet new performers in person (1) helping to see if they are reliable/build trust. (1)</li> <li>• Sarah will find out about new performers (1) to put on new and unique events. (1)</li> <li>• Sarah will get first-hand information not available to the public (1) to get ahead of the competition. (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO2=1</b></p> <p><b>AO3=1</b></p>

<p><b>15 (c)</b></p>	<p><b>Sarah works with an advertiser to promote the musicians.</b></p> <p><b>Describe one way an advertiser might help with promoting gigs by musicians.</b></p> <ul style="list-style-type: none"> <li>• Producing posters. (1)</li> <li>• Distributing flyers. (1)</li> <li>• Arranging media publicity/interviews. (1)</li> <li>• Promoting gigs online/using social media. (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>1</b></p> <p><b>AO2</b></p>
<p><b>16 (a)</b></p>	<p><b>Perry is an actor working with a theatre company. He is preparing a production of a Shakespeare play at an outdoor venue.</b></p> <p><b>Identify the technical skill required to ensure precision and exactness in the role and explain one way in which this will help Perry to perform in the play.</b></p> <p><b>Technical Skill:</b></p> <p>Accuracy (1 mark of AO1)</p> <p><b>How it will help:</b></p> <p>Award one mark (AO2) for an explanation and one mark (AO3) for an expansion to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Will help Perry to deliver lines correctly (1) making performance authentic therefore engaging audience. (1)</li> <li>• Will help actors to know what each other will do (1) allowing Perry to work well with others. (1)</li> <li>• Will help Perry to deliver complex dialogue (1) allowing audience to appreciate Shakespeare’s language (1)</li> <li>• Will help other production staff (1) who have arranged technical aspects to correspond with specific performance timings. (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>3</b></p> <p><b>AO1= 1</b></p> <p><b>AO2= 1</b></p> <p><b>AO3= 1</b></p>
<p><b>16 (b)</b></p>	<p><b>The theatre company must consider how weather conditions can affect the health and safety of the staff and performers. A risk assessment can support in this.</b></p> <p><b>Identify which feature of a risk assessment relates to each of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>heavy rain</b></li> <li>• <b>waterproof covers.</b></li> </ul>	<p><b>2</b></p> <p><b>AO1</b></p>

	<p>Award one mark for an identification of a feature to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Heavy rain: Identify hazards (accept hazard) (1)</li> <li>• Waterproof covers: Control measure (1)</li> </ul> <p>Accept any other suitable response.</p>	
--	---	--

<b>16 (c)(i)</b>	<p><b>Table 1 shows the costs of equipment hire for the production.</b></p> <p style="text-align: center;">Table 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Lights</th> <th>Sound</th> <th>Staging</th> <th>Costumes</th> </tr> </thead> <tbody> <tr> <td>Cost of equipment hire (£)</td> <td style="text-align: center;">600</td> <td style="text-align: center;">450</td> <td style="text-align: center;">950</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p><b>Analyse the data in Table 1 to calculate the total cost of hiring equipment.</b></p> <p>£2300 (£600 + £450 + £950 + £300) (1 mark)</p>		Lights	Sound	Staging	Costumes	Cost of equipment hire (£)	600	450	950	300	<p><b>1</b></p> <p><b>AO3</b></p>
	Lights	Sound	Staging	Costumes								
Cost of equipment hire (£)	600	450	950	300								

<b>16 (c)(ii)</b>	<p><b>Figure 1 shows the total cost of the production.</b></p> <p style="text-align: center;">Figure 1 Total cost of production= £6000</p> <div style="text-align: center;"> <p>The pie chart is divided into four equal quadrants. The top-left quadrant is dark grey and labeled 'Marketing'. The top-right quadrant is medium grey and labeled 'Equipment &amp; venue hire'. The bottom-left quadrant is light grey and labeled 'Wages'. The bottom-right quadrant is also medium grey but unlabeled.</p> </div> <p><b>Analyse the information in Figure 1 to calculate the marketing costs of the production.</b></p> <p>£1500 (6000 ÷ 4 = 1500 or 6000 x 0.25) (1 mark)</p>	<p><b>1</b></p> <p><b>AO3</b></p>
-------------------	--	-----------------------------------

<p><b>16 (d)</b></p>	<p><b>Posters and billboards will be used to advertise the outdoor performance.</b></p> <p><b>Identify three other advertising formats the theatre company could use.</b></p> <p>Award one mark for each correct response to a maximum of three marks.</p> <ul style="list-style-type: none"> <li>• web (1)</li> <li>• social media (1)</li> <li>• flyers (1)</li> <li>• press adverts (1)</li> <li>• radio (1)</li> <li>• blog (1)</li> </ul> <p>Accept any other suitable response.</p> <p>Note: do not accept two of the same format, such as Facebook and social media.</p>	<p><b>3</b></p> <p><b>AO1</b></p>
----------------------	---	-----------------------------------

<p><b>16 (e)</b></p>	<p><b>The actors are working with the sound technicians to make sure the audience can hear the dialogue at the outdoor production.</b></p> <p><b>Explain one problem that may affect sound quality.</b></p> <p>Award one mark (AO2) for an explanation and one mark (AO3) for an expansion to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Acoustics will not be favourable outdoors (1) so amplification must be considered. (1)</li> <li>• Stand microphones could get in the way of the performance (1) so other options may be considered. (1)</li> <li>• Changeable conditions e.g., wind/rain due to weather (1) which could impact sound quality. (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO2= 1</b></p> <p><b>AO3= 1</b></p>
----------------------	--	---

<p><b>16 (f)</b></p>	<p><b>As an actor, Perry is expected to demonstrate creative qualities in the production.</b></p> <p><b>Identify two creative qualities that actors can demonstrate and give a reason why each creative quality would help Perry to give an engaging performance.</b></p> <p>Award one mark (AO1) for identifying each quality to a maximum of two marks:</p> <ul style="list-style-type: none"> <li>• evaluative understanding</li> <li>• imagination</li> <li>• inventiveness</li> <li>• Improvisation</li> <li>• comedic values</li> </ul> <p>Award one mark (AO3) for each reason to a maximum of two marks:</p> <ul style="list-style-type: none"> <li>• evaluative- will help actor consider and identify important aspects to include in performance</li> <li>• imagination- will help actor bring character to life when there might be a lack of information</li> <li>• inventiveness- to respond in different ways to ensure the audience is engaged in an appropriate way.</li> </ul> <p>Accept any other suitable response.</p> <p>Where appropriate, a learners' expansion (AO3) may deem a quality that is not listed above as relevant. Without justification, AO1 mark(s) may not be relevant or accepted.</p>	<p><b>4</b></p> <p><b>AO1= 2</b></p> <p><b>AO3= 2</b></p>
<p><b>16 (g)</b></p>	<p><b>Perry has the lead acting role in the Shakespeare play. He needs to use expressive skills such as facial expression.</b></p> <p><b>Identify two other expressive skills that Perry could use to present the role to the audience.</b></p> <p>Award one mark for each correct response to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Characterisation (1)</li> <li>• Dynamics (1)</li> <li>• Gesture (1)</li> <li>• Phrasing (1)</li> <li>• Body language (1)</li> </ul> <p>Accept any other suitable response.</p>	<p><b>2</b></p> <p><b>AO1</b></p>

**Section 3**

**Total for this section: 21 marks**

<b>17</b>	<p><b>Dancers need to be aware of health and safety during a performance to avoid the risk of injury to themselves and others.</b></p> <p><b>Evaluate the health and safety considerations needed to protect dancers from injury during a performance.</b></p>	<p><b>6</b></p> <p><b>AO1= 2</b></p> <p><b>AO2= 2</b></p> <p><b>AO3= 2</b></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>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 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 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 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 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 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, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>
	0	No creditworthy material.

**Indicative content:**

**Relevant knowledge**

- Commentary upon health and safety requirements for performers.

**Subject-specific terminology**

- May reference specific health & safety practices:
  - risk assessments
  - fire regulations
  - sound levels
  - amenities
  - working practices.
- May reference insurance coverage:
  - public liability
  - cancellation.
- Commentary on dance but may be drawn across disciplines

**AO2 – Application of knowledge**

- Commentary upon risks to performers:
  - injury through lack of preparation
  - injury from other performers
  - dangers from equipment of environment.
- Commentary upon mitigation measures:
  - carrying out risk assessments and addressing dangers
  - warming up as a performer
  - safe working practices between performers.

**AO3 – Analysis/evaluation**

- Analysis of the risks to performers, both in the example given and more generally (e.g., performances that carry physical risk may engage an audience, performers need to be able to trust that those they work with have sufficient skill to work safely).
- Evaluation of health & safety measures that should be put in place (e.g., risk assessment may prevent riskier moves being



	<p>choreographed, full warm-ups are important but can be time-consuming).</p> <ul style="list-style-type: none"> <li>• Conclusive commentary.</li> </ul> <p>Accept any other suitable response.</p> <p>Where only knowledge is shown, but has limited expansion or evaluation, marks should be limited to AO1 (2 marks) only.</p>	
--	---	--

<b>18</b>	<p><b>Mia is seeking work as a backing singer for a touring stage show. Mia will use promotional materials to demonstrate her skills.</b></p> <p><b>Evaluate how two different promotional materials could help Mia to present a particular image to a casting agent.</b></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 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</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</p>	<p><b>6</b></p> <p><b>AO1= 2</b></p> <p><b>AO2= 2</b></p> <p><b>AO3= 2</b></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</p>												

		<p>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 creditworthy material.	

**Indicative content:**

**Relevant knowledge**

AO1 – Recall knowledge and show understanding.

To award the available 2 marks for AO1, learners must be able to **describe** the 2 different promotional materials, not solely identify them. This will allow learners to meet the descriptors highlighted in the first paragraph of each band.

- Commentary upon purpose and content of promotional materials.

**Subject-specific terminology**

- May reference specific promotional materials:
  - social media
  - webpage
  - blog
  - flyer
  - poster
  - event
  - portfolio
  - demo
  - showreel
  - CV
  - interview
  - video.
- May reference purpose of content:
  - promoting product
  - presentation of a particular image.

AO2 – Application of knowledge

	<ul style="list-style-type: none"> <li>• Commentary upon promotional material types:             <ul style="list-style-type: none"> <li>– physical and online promotion</li> <li>– methods of distribution of materials.</li> </ul> </li> <li>• Commentary upon potential to use materials to present image:             <ul style="list-style-type: none"> <li>– reference to visual aspects of materials</li> <li>– ease of adapting materials to present desired image.</li> </ul> </li> <li>• Commentary upon promotional benefits for performer:             <ul style="list-style-type: none"> <li>– potential to present an image that is desirable to employers</li> <li>– potential to demonstrate other desirable skills through materials (e.g., singing ability).</li> </ul> </li> </ul> <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> <li>• Evaluation of benefits of different promotional materials (eg ease of distribution and low cost of online materials / potential higher quality of physical materials).</li> <li>• Evaluation of potential for promotional materials to present particular image (e.g., some materials better suited to a visual medium, different materials may suit presentation of different images, more nostalgic presentation may be different to performer aiming to perform contemporary music).</li> <li>• Evaluation of possibility of presenting other desirable skills through promotional materials (eg. balance between presenting visual image versus singing ability)</li> <li>• Conclusive commentary.</li> </ul> <p>Accept any other suitable response.</p>	
--	---	--

<b>19</b>	<p><b>Oscar is a musical theatre performer. He has been employed at short notice to replace another performer. He has been asked to attend extra rehearsals two weeks before the performance.</b></p> <p><b>Evaluate why it is important that Oscar attends extra rehearsals as a short notice replacement.</b></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;">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> </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>	<p><b>9</b></p> <p><b>AO1= 3</b></p> <p><b>AO2= 3</b></p> <p><b>AO3= 3</b></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 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 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, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>
	0	No creditworthy material.

**Indicative content:**

**Relevant knowledge**

- Commentary upon the importance of attending rehearsals

**Subject-specific terminology**

- Reference to skill of working with others:
  - responding to direction
  - working safely.
- Reference to responsibilities of performers:
  - attending rehearsals and performances.
- Reference to benefits of rehearsals:
  - developing other skills (e.g., technical, communicative, creative, and expressive).

	<p>AO2 – Application of knowledge</p> <ul style="list-style-type: none"> <li>• Commentary upon benefits of attending rehearsals both generally and when needing to catch up with requirements at short notice:             <ul style="list-style-type: none"> <li>– being able to demonstrate role confidently in performance.</li> </ul> </li> <li>• Commentary upon responsibility as a performer:             <ul style="list-style-type: none"> <li>– Consideration of needs of other performers in having a reliable partner</li> <li>– health and safety considerations to minimise risk on stage having had limited rehearsal time.</li> </ul> </li> <li>• Commentary upon developing other skills as a performer:             <ul style="list-style-type: none"> <li>– developing confident expressive and communicative skills</li> <li>– opportunities to use rehearsals to demonstrate technical and creative skills.</li> </ul> </li> </ul> <p>AO3 – Analysis/evaluation</p> <ul style="list-style-type: none"> <li>• Analysis of needs of the performer and the needs of the rest of the cast – performer may need additional rehearsals to catch up, but this may impact on the rest of the show development.</li> <li>• Analysis of potential health and safety implications – show may include complex direction so additional rehearsal mitigates risks of mistakes.</li> <li>• Conclusive commentary.</li> </ul> <p>Accept any other suitable response.</p>	
--	---	--

**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
10a		2	2	4
10b	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		1	1	2
15a		2	2	4
15b		1	1	2
15c		1		1
16a	1	1	1	3
16b	2			2
16ci			1	1
16cii			1	1
16d	3			3
16e		1	1	2

16f	2		2	4
16g	2			2
17	2	2	2	6
18	2	2	2	6
19	3	3	3	9
<b>Total</b>	<b>36</b>	<b>24</b>	<b>20</b>	<b>80</b>