

## Marking grid for Unit 3: Performance

### Performance: AO1 – Manage

Mark band 1	Mark band 2	Mark band 3
<p>The performance topic and title are identified and are developed with a <b>lot of</b> guidance, support and assistance from the tutor-assessor. The question may <b>lack focus</b>.</p> <p>The project plan gives <b>objectives</b> for the project and a <b>brief rationale</b>. <b>Most of the main</b> tasks to be completed are <b>listed</b>. <b>Some potential problems</b> are <b>identified</b> and there are <b>basic ideas</b> for how to overcome them.</p> <p>The learner shows <b>limited</b> organisational ability and time management skills when managing the project. The learner maintains <b> cursory</b> records of activities undertaken during the project. <b>There is some monitoring</b> of own progress.</p>	<p>The performance topic and title are identified and are developed with <b>some</b> guidance, support and assistance from the tutor-assessor <b>and are then finalised and refined by the learner individually or within groups</b>. The question is <b>reasonably focussed</b>.</p> <p>The project plan gives <b>clear objectives</b> for the project and a <b>clear rationale</b>. <b>All of the main</b> tasks to be completed are provided in an appropriate order <b>and described with an appropriate time span allocated for some tasks</b>. The plan includes <b>information</b> on how learners will organise their time in order to meet the project objectives. <b>Potential problems are described</b> and there are <b>reasonable ideas</b> for how to overcome them.</p> <p>The learner shows <b>reasonable</b> organisational ability and time management skills when managing the project. The learner maintains <b>clear</b> records of activities undertaken during the project, <b>including problems encountered and steps taken to overcome them</b>. <b>Progress is monitored against the original plan</b>.</p>	<p>The performance topic and title are identified and are developed with <b>limited</b> guidance, support and assistance from the tutor-assessor <b>but are then finalised and refined independently by the learner individually or within groups</b>. The question is <b>well defined and clearly focussed</b>.</p> <p>The project plan is <b>clear and concise</b>, with <b>clear and detailed objectives and rationale</b>. <b>All of the main</b> tasks to be completed are provided in an appropriate order <b>and described in detail with an appropriate time span allocated for each task</b>. The plan includes information with <b>realistic deadlines</b> showing how learners will organise their time in order to meet the project objectives. <b>Potential problems are described</b> and there are <b>realistic and convincing ideas</b> for how to overcome them.</p> <p>The learner shows a <b>high level of</b> organisational ability and time management skills when managing the project. The learner maintains <b>clear and detailed</b> records of activities undertaken during the project, <b>including problems encountered and steps taken to overcome them</b>. <b>Progress is monitored against the original plan and adjustments made to the plan where necessary</b>.</p>
0-3 marks	4-6 marks	7-9 marks

Performance: A02 – Use resources

Mark band 1	Mark band 2	Mark band 3
<p>Some possible performance material, skills and techniques have been <b>investigated</b>. There is <b>some referencing of</b> research sources and a bibliography is included, listing <b>most of the sources</b>.</p> <p>From the research carried out, <b>information and resources</b> have been selected for use in the project <b>although some of this may not be not directly relevant</b>. Information has been <b>collated</b> in reference to the performance project. <b>There are attempts to establish</b> links between the research carried out and the performance project, <b>although some of these may be tenuous</b>.</p> <p>Some understanding of the <b>less complex</b> areas of the resources and research required for the development, rehearsal and staging of the performance has been shown.</p>	<p><b>A range of different types of possible</b> performance material, skills and techniques have been <b>investigated</b>. Research sources are <b>referenced appropriately</b> and a bibliography is included, listing the sources in an <b>appropriate format</b>.</p> <p>From the research carried out, <b>appropriate information and resources</b> have been selected for use in the project. Information has been <b>analysed</b> in reference to the performance project. <b>The learner has established clear</b> links between the research carried out and the performance project.</p> <p><b>A reasonable understanding of the complexities</b> of the resource and research required for the development, rehearsal and staging of the performance has been shown.</p>	<p><b>A wide range of different types of possible</b> performance material, skills and techniques have been <b>thoroughly investigated</b>. Research sources are <b>referenced appropriately and consistently</b> and a bibliography is included, listing the sources in an <b>appropriate and consistent format</b></p> <p>From the research carried out, <b>appropriate information and resources</b> have been selected for use in the project. Information has been <b>analysed and synthesised</b> in reference to the performance project.</p> <p><b>Clear, concise and detailed links</b> have been established between the research carried out and the performance project.</p> <p><b>A thorough understanding of the complexities</b> of the resource and research required for the development, rehearsal and staging of the performance has been shown.</p>
0-4 marks	5-8 marks	9-12 marks

Performance: A03 – Develop and realise

Mark band 1	Mark band 2	Mark band 3
<p>An attempt has been made to structure the supporting information that relates to the development process. The information contained within it is generally presented in a logical order, although some of it may not be wholly relevant.</p> <p>The learner demonstrates a limited involvement in, and understanding of, the developmental process. They make some contributions to discussions and decisions taken. There is some evidence of development of ideas and that alternative ideas and approaches have been considered, with some attempt to explain the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed with some success.</p> <p>The learner shows evidence of adequate preparation and rehearsal and makes some contribution to the final performance.</p>	<p>The supporting information that relates to the development process is structured and presented clearly. The information contained within it is generally clear and relevant.</p> <p>The learner demonstrates good involvement in, and understanding of, the developmental process. They make generally effective contributions to discussions and decisions taken. There is clear evidence of development of ideas and that alternative ideas and approaches have been considered carefully, with a clear explanation of the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed generally successfully.</p> <p>The learner shows evidence of good preparation and rehearsal and makes a generally successful contribution to the final performance.</p>	<p>The supporting information that relates to the development process is structured and presented clearly. The information contained within it is consistently clear and relevant.</p> <p>The learner demonstrates a high level of involvement in, and a thorough understanding of, the developmental process. They make consistently effective contributions to discussions and decisions taken. There is clear evidence of development of ideas and that alternative ideas and approaches have been considered carefully and evaluated, with a well-thought out and well-argued explanation of the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed consistently successfully.</p> <p>There is evidence of thorough preparation and rehearsal and makes a successful and important contribution to the final performance.</p>
0-8 marks	9-16 marks	17-24 marks

Performance: A04 – Review

Mark band 1	Mark band 2	Mark band 3
<p>Overall the learner shows <b>some self-awareness</b> when evaluating the project and the extent to which they have achieved their aims. The learner <b>attempts to</b> assess how well they performed, but this <b>may not always correspond with</b> the tutor-assessor’s own judgement.</p> <p>The learner <b>identifies</b> some <b>basic</b> ideas for what they could do differently next time. They have drawn <b>basic</b> conclusions about the process of putting on a performance that could help them in future.</p> <p>The presentation is <b>structured</b> so that the <b>audience can see that there has been some attempt to organise it logically</b> and the learner shows <b>basic</b> ability to convey the main ideas.</p> <p>If an oral presentation is given, it is <b>generally audible</b>, although it is likely that the learner <b>relies heavily</b> on supporting materials, eg notes or cue cards. The learner shows <b>limited ability to engage the audience</b> or hold their attention. Where visual aids are used, these <b>attempt to support</b> the presentation, <b>although they may not be clearly visible</b> to the audience and <b>may contain too much information</b>.</p>	<p>Overall the learner shows <b>good insight and self-awareness</b> in evaluating the project and the extent to which they have achieved their aims. The learner is <b>generally successful at</b> assessing how well they performed.</p> <p>The learner <b>describes</b> ideas for what they could do differently next time. They have drawn <b>clear</b> conclusions about the process of putting on a performance that could help them in future.</p> <p>The presentation is <b>structured</b> so that it is <b>reasonably clear to the audience how it is organised and how the different parts link together</b> and the learner shows <b>good</b> ability to convey the main ideas.</p> <p>If an oral presentation is given, it is <b>audible and reasonably paced</b>; although it is likely that the learner <b>relies on</b> supporting materials, eg notes or cue cards, <b>there are parts of the presentation that are not simply read aloud</b>. The learner <b>engages</b> with the audience and holds their attention in places. Where visual aids are used, these are <b>relevant and are reasonably effective at supporting</b> the presentation. They show <b>reasonable clarity and design</b>.</p>	<p>Overall the learner shows a <b>high level of insight and self-awareness</b> in evaluating the project and the extent to which they have achieved their aims. The learner is <b>highly adept at</b> assessing how well they performed.</p> <p>The learner <b>explains and justifies</b> ideas for what they could do differently next time. They have drawn <b>clear and perceptive</b> conclusions about process of putting on a performance that could help them in future.</p> <p>The presentation is <b>clearly and logically</b> structured so that it is <b>completely clear to the audience how the different parts link together</b> and the learner shows a high level of ability to convey the main ideas.</p> <p>If an oral presentation is given, it is <b>clearly audible and well paced</b>. The learner <b>may make some use of</b> supporting materials, eg notes of cue cards, <b>but the presentation is not simply read aloud</b>. The learner <b>engages well</b> with the audience and holds their attention. Where visual aids are used, these are <b>relevant and are consistently effective at supporting</b> the presentation. They are <b>clearly visible</b> to the audience, are <b>well designed and do not contain too much information</b>.</p>

Mark band 1	Mark band 2	Mark band 3
Some questions are answered and the learner shows reasonable subject knowledge.	Questions are answered reasonably clearly and effectively and the learner shows reasonable subject knowledge.	The learner handles questions calmly and confidently. Questions are answered clearly and insightfully and the learner shows good subject knowledge.
0-3 marks	4-6 marks	7-9 marks

Assessment Object	Moderator Comments	Mark Band
A01	The teacher assessor observations state there has been limited guidance given for the identification of the topic and title. The question could have been further developed and refined but the descriptors in mark band 3 are still the best fit for the evidence put forward. There is evidence of clear initial planning which is linked to tasks and procedures. There are thorough and clear records of the work in progress and the planning and managing that supports this. There is evidence of good time management with the use of some clear goals and realistic deadlines. There is a well understood rationale that links to the learning objectives.	1
A02	Sources are appropriately referenced. Appropriate information has been selected from the sources. Links have been made between the research and the overall performance project. To access Mark Band 3 evidence of a wider range of sources would be needed with a more detailed explanation of the findings. Software materials and techniques formed a key part of relevant research.	2
A03	The performance outcome and supporting information are well structured and clearly presented. Information is relevant and it is evidence of the learner's sound understanding of the development process. The supporting information is thorough and detailed. Skills are applied consistently successfully.	3
A04	Overall there is a high level of self awareness and the process shows clear links to the outcome. The oral presentation was clearly and logically structured. The learner fully engaged their audience. The oral presentation record has been completed with detail and aspects of the presentation have been directly linked to the assessment objectives and criteria.	3