

**RSL Level 2 Certificate in Creative and  
Performing Arts  
601/7680/5**

**External Assessment**

**Controlled External Assessment Brief**

**Unit Name:** Live Performance

**Unit Number:** 201E

**Date of Issue:** December 2018

**External Assessment Window:**

Monday 7<sup>th</sup> January 2019 (8am) to  
Thursday 28<sup>th</sup> March 2019 (5pm)



## Introduction

This booklet contains all the instructions and information regarding your Controlled External Assessment.

You must read through this booklet carefully and make sure you complete **all** of the tasks.

The total time allowed for this assignment is **30 hours**.

This time includes:

### **10 hours for preparation**

Preparation time can be spread over several weeks, and can include work time that is directed by the teacher/tutor and/or independent work.

### **20 hours of Controlled External Assessment time**

Your Controlled External Assessment is the time given to complete the tasks contained within this booklet. You will work under supervised conditions for the duration of the Controlled External Assessment time (for all tasks within the Controlled External Assessment Brief).

During the Controlled External Assessment time, you will need to work under the supervision of your teacher or tutor.

EXEMPLAR

### Essential instructions for candidates

- You **MUST** attempt all the tasks in the booklet. You will be unable to achieve a Pass grade if any of the tasks are not completed.
- The assessment/grading criteria are provided at the bottom of each task. To pass the task, each section of the assessment/grading criteria must be covered. The assessment/grading criteria also show you the level and type of work you must produce in order to achieve higher grades (merit and distinction).
- Read the tasks & assessment criteria at the end of each task to make sure you know what work you are expected to produce for each task.
- Pay attention to the minimum and maximum duration evidence limits provided for performances. These will let you know the expected evidence you must produce.
- Use the Preparation time to talk to your teacher about anything you are unsure of. When the controlled assessment section begins you will not be able to ask your teacher.
- You may work alone or in small groups with other learners but you must provide your own individual response to the controlled external assessment brief. All work that you submit **MUST** be your own.
- Make sure all the work you complete is clearly labelled with your name, centre name and the task number that relates to that piece of work (e.g. Sam Harris, Whistleworth Academy, Task 1.1).
- Make sure that once you have completed your controlled external assessment you have signed your learner declaration form to declare that all of the work you have produced is your own.

## Essential instructions for tutors

### Prior to the start of the Controlled External Assessment window

Controlled External Assessment briefs are uploaded to the 'External Assessment' section of [cloud.rslawards.com](http://cloud.rslawards.com) on the 13<sup>th</sup> December 2018 for centres to download. These must be stored securely and cannot be shared with any other organisation.

Ensure all learners are registered on the correct qualification on 'RSLAwards.com' prior to the start of the Controlled External Assessment window. Any learners registered after this date will not be eligible for the Controlled External Assessment.

Prepare the room and resources needed for external assessment.

Have any reasonable adjustments or access arrangements in place prior to the start of the window. Reasonable adjustments are managed by the centre and do not need to be applied for through RSL. Please provide evidence of the reasonable adjustment when uploading the learner work. Guidance is available in the Reasonable Adjustment and Special Consideration policy found here:

<https://rslawards.com/about-us/policies-regulations/>

Ensure learners are aware of the evidence limits in place for the Controlled External Assessment. Evidence limits have a 20% leeway. Any learner work that exceeds this will not be considered by the assessor.

In accordance with JCQ guidance, centres must ensure that learners:

- understand that information from published sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material.

The briefs have been written in a way that allows for tasks to be printed off individually. Centres are welcome to hand the briefs out in sections if it is felt it will be of benefit to the learners.

### During the preparation section of the Controlled External Assessment window (10 hours)

Tutors **may** respond to learners' questions during this time.

### During the Controlled External Assessment (20 hours)

Tutors **may not** respond to learners' questions during this time.

Tutors should ensure they are not leading learners in their response to the brief.

Tutors may ensure learners have saved their work appropriately throughout the window.

Where learners are producing work over a period of time under formal supervision, their work must be stored securely.

Tutors must keep a log of the time spent on each learning outcome (Task) and submit this along with the learner evidence, and learner declaration form, at the end of the window.

Tutors must ensure that learners are easily identified in all submission evidence.

### At the end of the examination

Tutors are able to prompt learners to save and appropriately name their files after they have completed their work and prior to submission to RSLAwards.

**After the examination**

All learner work, signed candidate statements and Controlled External Assessment logs must be submitted by the tutor through the RSLAwards site following the guidance in the accompanying Controlled External Assessment booklet. Any work that is not submitted by the stated time and date will **not** be assessed. Please ensure that the time taken to upload work is considered in your planning.

EXEMPLAR

# Controlled External Assessment Brief

## Vocational Scenario

The creative and performing arts industry is comprised of a variety of different roles but this brief will be focused on the performance aspects of acting and dance.

Art can educate and create empathy, and empathy leads to change. Global charities are aware of this and are using the creative and performing arts as a way of engaging with communities in order to improve lives.



You have been approached by a large charity that is coming to your area looking for actors and dancers to take part in a national touring theatre production with the theme 'Conflict and Peace'. The charity will be hosting a talent search in each region and is inviting talented actors and dancers the opportunity to audition live in front of a public audience. Successful performers will go on to perform in the national touring production. You have received an invitation that reads:

We are excited to invite you to perform to a live public audience at our audition event in your area. To ensure your performance meets the requirements of what we are looking for please make sure that what you prepare meets the following:

- Appropriately showcases your skills as an actor or a dancer
- Is in **any** style/s of dance or acting
- Fits with our theme of 'Conflict and Peace'
- Is between 2 – 6 minutes in duration for dance performances
- Is between 4 – 10 minutes in duration for acting performances

You may perform with others for the whole performance duration but you must ensure that your individual contribution meets the requirements above.

## Preparation Time

You have **10 hours** of preparation time, which can be spread over several weeks, and can include work time that is directed by your teacher/tutor and/or independent work.

You are allowed to use your school's intranet and the internet to support your research for your final piece of work; however, you cannot copy directly from the internet. Any information used from the internet must be acknowledged in your work.

Make the best use of this time by reading through the brief carefully and making a note of any parts that you are unsure of; remember that you can use this time to ask your teacher/tutor about any of the contents of the brief. When the preparation time is over your tutor will not be able to communicate with you about the external assessment brief.

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## Controlled Assessment Time

### Task 1 – Planning for your live performance

**What to do?** The first task is all about how you will plan for your live performance. Go through each criterion and produce work that covers all of elements listed within it. Remember that you must achieve a Pass in all criteria so make sure not to leave any out.

**How long to spend on it?** It is recommended that you spend around **7 hours** on task 1.

In this time, you need to produce:

#### 1.1 Statement of personal aims

You must think about what you want to achieve with your live performance to an audience. Do this by creating a statement of personal aims that relate to the live performance. Your personal aims must include:

- Own image – Your ability to convey/communicate the chosen piece (this may include personality, energy, confidence, commitment, your casting bracket, specialist skills, your understanding of the subject matter etc)
- Repertoire –
  - For Dance:** The music track/s chosen and the movements and amalgamations which would be part of the dance performance and how they link to the theme. For example, 'the track danced to will be 'Jump' by Girls Aloud and the dance steps will follow an elevation and travel theme including jumps, leaps and the exploration of levels'.
  - For Acting:** The script or devised scene that is being performed and how it links to the theme.
- Audience expectation – What reaction do you want to get from the audience? What do you think they will be expecting?

#### 1.2 Ideas for the performance

You need to propose ideas for the performance that incorporate ideas from your chosen pathway (dance or acting). These could include, but are not limited to:

- Music/scene selection and how they relate to the theme
- Your desired image and how you will convey it
- Any props or other scenery
- Will your performance be part of a collaboration or ensemble?
- How will you collaborate/interact with other performers during the performance?

#### 1.3 Production plan

You must create a production plan for the performance that meets the needs of the brief and considers the following:

- An assessment of the venue that includes the venue size
- Personal equipment needs – what do you need for your performance? For example, costume and props.
- Your rehearsal plan – When and where will you rehearse? How will you structure your rehearsals? Will you have a dress rehearsal? Will you have a tech rehearsal?
- How will you practice the collaborative elements of your performance?
- The target audience – what type of audience is your performance targeting?

**Task 1 continues on the next page**



### 1.4 Health and Safety

As part of your project you must consider the health and safety implication of the live performance. You should think about what could go wrong or present danger during a live performance, and what measures you may be able to put in place to stop these from occurring during your performance.

<b>Assessment/Grading Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1.1 Describe personal aims in relation to the live performance including own image, repertoire and audience expectation	1.1 Provide a clear, detailed description of personal aims in relation to the live performance including own image, repertoire and audience expectation	1.1 Provide a clear, comprehensive and insightful description of personal aims in relation to the live performance including rigorous consideration of own image, repertoire and audience expectation
1.2 Propose ideas for the performance that incorporates your chosen discipline: acting or dance	1.2 Propose ideas for the performance that incorporates your chosen discipline: acting or dance	1.2 Propose ideas for the performance that innovatively incorporates your chosen discipline: acting or dance
1.3 Produce a production plan to meet the needs of an agreed brief	1.3 Produce a detailed production plan to meet the needs of an agreed brief	1.3 Produce a comprehensive production plan to meet the needs of an agreed brief
1.4 Analyse Health & Safety issues in the context of a live performance	1.4 Provide a detailed analysis of Health & Safety issues in the context of a live performance	1.4 Provide a comprehensive analysis of Health & Safety issues in the context of a live performance

End of Task 1

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## Task 2 – The Performance

**What to do?** For task 2 you will be presenting your performance to a live audience.

**How long to spend on it?** It is recommended that you spend around **10 hours** on task 2.

In this time, you need to:

### 2.1 Rehearse with others

You must work with others to plan and rehearse the performance and be adaptable during the rehearsal process. Record these adaptations in a log of rehearsals. This could include but is not limited to:

- What changes did you make based on the performances of others?
- Did you receive useful feedback when working with others that led to changes to your performance or the rehearsal plan?
- Did you need any additional rehearsals?

### 2.2 Present a performance to an audience

For this task you must present your performance in front of an audience at the event specified in the brief. Make sure that your individual contribution to the performance meets the brief and lasts the appropriate amount of time:

- Between **2 – 6 minutes** if you are presenting a dance piece
- Between **4 – 10 minutes** if you are presenting an acting piece

### 2.3 Demonstrate your performance skills (dancing or acting only)

Within your dancing **or** acting performance, you must demonstrate the relevant skills that you have developed throughout your study. These will differ with each learner and will depend on your chosen pathway but might include:

- Your technical ability
- Your expression and characterisation (facial, physical, vocal)
- Your communication of the theme to the audience
- Any relevant skills developed in optional units

Candidates should be aware that their performance can be conducted as part of an ensemble. The performances can also be broken apart throughout a larger performance where you appear at intervals throughout. The performance lengths refer to the amount of time the individual learner is expected to visibly be performing their chosen discipline (dance **or** acting).

Evidence Requirement for Task 2 (Performance)	
<b>Performance Video (Video)</b>	<p>If you have chosen a dance piece your performance must be between 2 – 6 minutes</p> <p>If you have chosen an acting piece your performance must be between 4 -10 minutes</p>
Your performance may be 20% above or below the evidence requirement, anything below this will not be considered for grading, any footage that falls above will not be considered when grading.	

**Task 2 continues on the next page.**

<b>Assessment/Grading Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1</b> Work with others to plan and rehearse the performance	<b>2.1</b> Show well-developed abilities in working with others to plan and rehearse effectively for the performance	<b>2.1</b> Show accomplished abilities in working with others to plan and rehearse effectively for the performance
<b>2.2</b> Present a performance to a target audience	<b>2.2</b> Present a performance to a target audience, showing well-developed skills	<b>2.2</b> Present a performance to a target audience, showing accomplished skills
<b>2.3</b> Demonstrate performance skills during the performance	<b>2.3</b> Demonstrate well-developed performance skills during the performance	<b>2.3</b> Demonstrate highly proficient performance skills during the performance

**End of Task 2**

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### Task 3 – Evaluation

**What to do?** Task 3 is your project evaluation. Following the performance, you will need to review how your performance went. To do this you will need to gather, and respond to, feedback from the audience or tutor(s) at the event. You will also need to give a self-assessment of your performance that includes strengths and areas to improve.

**How long to spend on it?** It is recommended that you spend around **3 hours** on task 3.

In this time, you need to:

#### 3.1 Review your performance in light of the feedback you have received

To do this effectively you must make sure that you do the following:

- Give your honest review of the performance, including strengths and weaknesses and how well your performance fitted the theme.
- Consider and respond to feedback from others

#### 3.2 Suggest ways to improve future performances

- Look at your strengths – what did you do well?
- Look at areas for development – what could you improve on? Could you have communicated the theme more effectively? What would you do differently next time?

You may present your evaluation as a report, essay, audio/visual presentation, or in blog or vlog style. Make sure to include a record of the feedback that you received.

Assessment/Grading Criteria		
Pass	Merit	Distinction
3.1 Review their performance in the light of feedback	3.1 Provide a detailed review of their performance in the light of feedback	3.1 Provide a comprehensive review of their performance in the light of feedback
3.2 Suggest ways to improve future performances	3.2 Suggest ways to improve future performances, giving detailed supportive explanation	3.2 Show insightful reflection to suggest a perceptive ways to improve future performances

End of Task 3

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## External Assessment Checklist

Tick the boxes as you go to make sure you have everything ready to hand in  
At the end of the timed external assessment you'll hand in:

### Planning work for task 1

Evidence of your planning work should include:

- A statement of personal aims
- A detailed plan for your performance

This evidence can be submitted in the following formats

- an essay, interview, audio visual presentation, blog or vlog
- written/visual documents may contain accompanying notes

### Performance work for task 2

Evidence of your performance work should include:

- A log of all rehearsals attended with a record of any changes made whilst working with others
- A video recording of the performance showing your contribution to it. Performance durations are:  
For Dancers – between 2 and 6 minutes  
For Actors – between 4 and 10 minutes

### Evaluation for task 3

You may present your evaluation as a report, essay, audio/visual presentation, blog or vlog.

You must include a record of the feedback received following the performance.

### Signed candidate statement

Make sure you've signed the candidate declaration to show that this is your own work

**Remember** - All the work you submit for the external assessment must be clearly identified with your name, your centre number, your candidate number and the task number to ensure the assessor is able to grade it.

## End of External Assessment Brief

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### For Office Use:

1<sup>st</sup> IV by: Sioned Swarbrick  
Date: 23.11.18

2<sup>nd</sup> IV by: Jonathon Jones  
Date: 4.12.18