

# Performing Arts and Media

## Moderation of portfolios

### Centre Guidance Document

Please pass one copy of this booklet to the teacher responsible for the subject as soon as possible.

All assessment grids and cover sheets needed for moderation can be downloaded from Edexcel's website ([www.edexcel.org.uk](http://www.edexcel.org.uk))

Teachers are advised to study the instructions and advice given, since failure to follow the details is likely to disadvantage candidates preparing for moderation.

The instructions in this booklet take precedence over information contained in all other documentation, including the specification and November 2003/Summer 2004 centre guidance document for VCE and GNVQ. All dates are correct at time of going to press.

## Guidance for centres

GNVQ and VCE Performing Arts and Media Programme Teams

November 2004 Moderation series

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Performing Arts	

# Performing Arts and Media

## Moderation of portfolios

### Guidance for Centres, November 2004

This document provides guidance for the November 2004 moderation series.

The purpose of this guidance is to enable centres to prepare appropriately for moderation. The guidance provides:

- information for moderation procedures
- advice on portfolios, recording documentation and how to present evidence for moderation

## 1 The purpose of moderation

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- 1.1 The purpose of external moderation of VCE and GNVQ is to check that centres are assessing accurately and consistently to agreed National Standards through the reassessment of a sample of candidates' portfolios.
- 1.2 Moderation is solely concerned with judging the quality of centres' assessment decisions through a scrutiny of internally assessed and internally standardised work from candidates. It does not extend to the provision of support and guidance to centre staff, although the process will inevitably involve some form of implicit support and guidance through the generation of centre feedback reports, which will be sent to centres at the end of each moderation series.

## 2 Timetable

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- 2.1 Moderation for the November 2004 series will be via postal moderation only.
- 2.2 Submission of portfolio marks via OPTEMS and portfolio work to Edexcel.

Moderation series	Portfolio marks and portfolio work required by
November 2004	30 <sup>th</sup> November 2004

*Note that centres must immediately advise Edexcel if they withdraw candidates from moderation.*

GNVQ and VCE results dates

Series	Results to be in centres	Certificates in centres*
November 2004	10 <sup>th</sup> February 2005	6 <sup>th</sup> May 2005

\*Certificates will normally be issued after the decline-of-grade deadline

### 3 Types of unit

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3.1 In Performing Arts and Media only **portfolio units** are subject to external moderation.

3.2 Unit codes are structured as follows:

Code letter	Qualification level	Unit number	Unit type
P = Performing Arts Z = Media	1 = GNVQ Foundation* 2 = GNVQ Intermediate 3 = VCE	2-figure number identifying the unit number in the specifications	P = Portfolio unit
<b>Examples</b> P102P - Performing Arts GNVQ Foundation Unit 2 Portfolio unit Z305P - Media VCE Unit 5 Portfolio unit *GNVQ Foundation is not available for Media: Communication and Production			

#### Key entry dates

Information required	Forms received in centres	Last date for receipt by Edexcel
Portfolio Entry Forms/EDI	September 2004	4 <sup>th</sup> October 2004 ( <i>from 5 October late fees may be charged</i> )

#### Withdrawing entries

The deadline is 20<sup>th</sup> October 2004, if you withdraw entries before this date, the resit fee, if applicable, will be refunded. If entries are withdrawn after the withdrawal date, resit fees will be charged for entries for the same units in subsequent series and late fees will not be refunded.

### 4 The Sampling Process: Portfolio units

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4.1 Portfolio Entry Forms are sent to centres in September for the November Moderation. The completed PEFs inform Edexcel of those students who are expected to complete the programme and are seeking Certification. If PEFs are not received/returned then a moderator will not be appointed.

4.2 The PEFs will generate the optically read mark sheets (OPTEMS) that centres use to report marks. The layout of the OPTEMS is different from that of the PEFs. While the PEFs list the units a student could attempt, the OPTEMS relate to individual units and list the students entered for that portfolio unit. OPTEMS forms will be sent to centres shortly before the Moderation deadlines. These are three-part forms and when completed:

- the **top copy** of the form will be sent to Edexcel,
- the **second copy** will be sent with the sampled portfolio work to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately
- the **third copy** will be retained by the centre (this may be required at a later date).

4.3 There will be one issue of OPTEMS for each Moderation series. Centres should complete those OPTEMS relating to the sample to be submitted for November.

## OPTEMS forms

- 4.4 There is a separate OPTEMS form for each unit.
- 4.5 The OPTEMS form(s) will list all students that have been identified on the relevant PEF. If a student has been missed off the OPTEMS form(s) please contact Entries and Certification 0870 2416 112.
- 4.6 Larger, multiple-site, centres may find that they have been allocated a different centre number for moderation. These alternative numbers always start with a double zero.
- 4.7 Centres must complete OPTEMS form(s) for each portfolio unit requiring moderation by the stated deadlines. Please remember that when completed, one copy is sent to Edexcel (the address is printed on the form). The second copy is sent with the sampled work to the moderator, and the third copy is kept by the centre for its own records.
- 4.8 The OPTEMS will have details of students' names and registration numbers.
- 4.9 When each OPTEMS is completed, one of the two options below will normally apply:
- A mark is entered for the student.
  - **Any students who have withdrawn (or absentees) from that Moderation Series after the PEF was completed should be shown as an "X" (this is also the case where a student has not yet completed the unit and would wish to be considered in the following Summer Moderation series).**
- 4.10 Centres should note that:
- a zero mark should be given only when work has been submitted but is of no value
  - the assessor should sign the declaration on the form (if this is not done the OPTEMS will be returned)
  - the address to which the top copy of the OPTEMS forms should be sent is shown on the side of the form. It is:  
*Edexcel, C/O Pearson Assessments and Testing, Hellaby Business Park, Rotherham, S66 8ZZ*
- 4.11 Marks should be awarded on the basis of these tables, as shown in the specifications:

### GNVQ (Foundation and Intermediate)

Below Pass	Pass	Merit	Distinction
0 - 6	7 - 9	10 - 12	13 - 16

### VCE (6-unit and 12-unit)

Below Pass	E	D	C	B	A
0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 24

- 4.12 Edexcel is part of the Joint Council for General Qualifications and works to the Regulations and Guidance set out in the document "*GCE, VCE, GCSE & GNVQ - Regulations and Guidance relating to Students with Particular Requirements*". If a student is unable to complete a unit for reasons set out in this document then, as well as making an application on behalf of that student, the student should be shown as absent by using an "X" on the OPTEMS form.
- 4.13 All returned OPTEMS must show the final marks for the units required for moderation.

## The sample

4.14 Moderation is carried out on the basis of a **sample** of **five** portfolios for each unit. Centres choose their own samples selected from the whole cohort. These **must** include:

- a unit portfolio for a student with the **highest** mark *for each unit* represented
- a unit portfolio for a student with the **lowest** mark above zero *for each unit represented*
- the remaining three portfolios should, where possible, show a range of marks between the highest and the lowest, including those at or just above the grade boundaries.

The sample should include as wide a range of student work as possible. Moderators will check this selection against the Moderator copy of the OPTEMS form. In any event, all portfolios need to be available for moderation should they be required.

If the cohort is five or less, then **all** portfolios for the relevant unit(s) should be submitted as the sample.

## 5 Presentation of evidence

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5.1 If students are also providing evidence to meet Key Skills criteria and they wish to use work generated for a VCE/GNVQ unit they should ensure that the work is available in both portfolios for moderation. (N.B. Key Skills are *not* moderated by the Performing Arts or Media Moderator)

5.2 *A portfolio is defined as a selected collection of candidates' best work, which meets the requirements of the assessment grid for the unit.*

5.3 When preparing the selection of portfolio units to send to the moderator please ensure that:

- Candidates have acknowledged the source of all external research material. Failure to acknowledge the source of all external material may disadvantage candidates.
- Portfolio assessed units are clearly and comprehensively annotated by the centre assessor to identify the evidence to support the criteria claimed for the student. The annotation is used by the moderator to understand how and where marks for each assessment criteria have been awarded.
- Portfolio assessed units are clearly and comprehensively indexed by the centre assessor to identify the evidence to support the criteria claimed for the student. Portfolio indexes/cover sheets and assessment grid forms available from the Edexcel Web site ([www.edexcel.org.uk/qualifications](http://www.edexcel.org.uk/qualifications)) within the relevant qualification type and level; an example of a completed portfolio unit assessment grid and index/cover sheet, can be found in Appendix 1, page 14 - 18. Centres do not have to use the Edexcel assessment grids and index/cover sheet, if they already have a similar system in place.
- Each unit should have a separate and discreet body of evidence.
- Portfolios **should only** include student work that evidences the required assessment outcomes, as indicated in the appropriate assessment grid. Centres should **NOT** submit raw data, class notes and research material that does not **directly** evidence the assessment outcomes as part of the student's portfolio.
- **Students work should NOT be sent in hard cover files or heavy folders** e.g. arch lever files. Plastic wallets can be used as long as the work is securely held together e.g. with treasury tags.

- 5.4 A justification for the moderator's consideration must be included if assessment is based on:
- The application of the compensation rule between A/Distinction and C/Merit, or
  - The September 2002 notice Changes to the assessment of portfolio units at grade E/pass level with the lack of a perceived 'small part' of the banner or pass criteria. Both of these documents can be downloaded from the Joint Council for General Qualifications website.
- 5.5 **Submission of evidence on tape or discs:** Work on mini disc, videotape, DVD, CD-ROM, where it is appropriate to the evidence being presented, should be included with the portfolios. It **MUST** be labelled to clearly indicate:
- the student's name and candidate number
  - the location and order of each individual student's evidence
  - the centre's name and number.
- All mini discs, videotapes, DVDs, CD-ROMs **MUST** be of a recognised format, which can be played on standard audio/hi-fi/PC equipment. With regard to Performing Arts, please see Appendix 2 p18 for further information.
- 5.6 It is the centre's responsibility to ensure that the visual quality of the work submitted on tape or disc is clear enough for the moderator to be able to assess candidates' work. Where possible, the centre should only submit the work of the candidates being submitted as part of the sample.
- 5.7 Evidence which is not paper based, should be supported by in-depth, signed, witness-statements, detailing what evidence has been recorded for each student, and how it satisfies the specific assessment criteria.
- 5.8 **Packaging of work:** if centres are posting work in more than one package, please label the packages depending on the number being sent to the moderator e.g. '1 of 4', '2 of 4', '3 of 4', '4 of 4' etc.
- 5.9 **Edexcel Moderators are instructed not to discuss their findings with centres.** After each moderation series, a written report for each programme will be sent to the Principal/Headteacher at the centre. A separate report for each programme moderated will provide feedback on the accuracy and consistency of the assessment.
- 5.10 **Edexcel will retain all assessed work until any enquiries about results have been considered and completed.**

## 6 Submission of Students' Portfolios

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- 6.1 For each cohort entered for moderation, the sample must:
- be in line with the instructions in the sections above for sample sizes and coverage of units (see paragraphs 4.14 and section 5);
  - have been internally assessed and been through the centre's internal standardisation process.
  - be posted to the moderator by the dates shown on p.3

*Where the required sample for portfolio moderation is incomplete or where assessment is inconsistent, Moderators will not carry out moderation at this stage. They will inform centres of any incomplete or inconsistent samples. In this instance we cannot guarantee*

*that results can be issued to the stated deadlines for that series and centres may be asked to submit at a later date.*

## 7 Tolerance Levels

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- 7.1 For each piece of work reassessed by the Moderator, a degree of tolerance is allowed between the internal assessment of the student's work and the external re-assessment of it by the Moderator.
- 7.2 If the centre's assessment is out of tolerance, an adjustment may be made to the marks of *all* the students in the cohort listed on the OPTEMS for that unit.

*There may be instances where the Moderator identifies that the standards applied by the centre are severe, or lenient, compared with the National Standard but that the mark is within the tolerances allowed. Although marks may not be adjusted, the programme team should still address the issues raised by the Moderator's report.*

## 8 Feedback to Centres

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- 8.1 Moderators will produce a centre feedback report that will be sent to the centre in February, at the time of the results.
- 8.2 The content of the report will include feedback on:
- *students' work*
  - *portfolio assessment*
  - *centre action recommendations (if appropriate)*

Individual unit feedback will be supplied for units deemed to be accurate, lenient, severe or inconsistent.

- 8.3 The report will be based only on the samples moderated.

## 9 Outcome of Moderation

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- 9.1 The outcome of the moderation process will normally provide confirmation of the centre's internal assessment, or an adjustment of the marks for the student cohort for one or more units to bring assessment into line with national standards. Exceptionally, the Moderator will be unable to agree any assessment decisions, in which case the Chief Moderator will be informed, and a full review of all assessed work for that programme may be required (in such cases the issue of results may be delayed for the programme concerned). The outcome will be summarised in the centre feedback report.

## 10 Exemplification and Monitoring

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- 10.1 As an examinations board, Edexcel needs to maintain an on-going archive of the standards of work submitted for qualifications. This archive material is used for a variety of purposes, such as awarding or training and standardisation events. Some work will be retained as part of a random sample for use at these meetings. You will be informed of this when other work is returned. This retained work will be returned to you at a later date.

## 11 Internal Standardisation

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- 11.1 As moderation is carried out on the basis of samples of work, it is vital that centres apply rigorous internal standardisation to ensure consistency of assessment decisions across and between units.
- 11.2 Before work can be assessed it is important that all assessors working with the programme team are fully familiar with the assessment methodology. Any assignments developed to assist the students in meeting the assessment criteria should be checked internally to ensure that they are fit for purpose. Assignment briefs will not form part of external moderation. When assessing work centre Assessors should annotate assessment grids to show how and where criteria are met. If the nature of the evidence is such that a witness statement by an Assessor is required, it must be sufficiently detailed to show which criteria were met and how the student met them. These statements should be specific for each student and be signed and dated appropriately. Space for witness statements is provided on the cover sheets of the portfolio assessment grids, but centres often use their own internal forms for this purpose.
- 11.3 The purpose of internal standardisation is to check that the centre is assessing accurately and consistently to agreed National Standards. This will be achieved by reassessing a representative sample of assessed student work so that there is internal standardisation of assessment judgements.
- 11.4 When standardising assessment, the programme team should ensure that their internal standardisation process covers
- the assessment decisions of all the Assessors in the team
  - all of the units subject to portfolio assessment
  - samples of assessed work across all available grade boundaries.
- For external moderation purposes Edexcel will also ask for the work from the student having the lowest mark above zero and from the student with the highest mark for each assessed unit, so centres should include these in their internal standardisation.
- 11.5 Internal standardisation should take place when the Assessor deems that all the assessment for a unit is completed. This is because the assessment for GNVQ/VCE is at unit level and a mark can be allocated only when the unit is completed. If internal standardisation identifies that the mark allocated to the work sampled is incorrect then the marks for that unit for all other students in the cohort must be revisited.
- 11.6 It should be emphasised that external moderation is solely concerned with judging the quality of centres' assessment decisions against the Assessment Evidence criteria through scrutiny of the internally assessed work of the students. It will not review a centre's internal procedures.

## 12 Uniform Mark Scales

Marks are reported to centres by Edexcel as 'uniform marks', which conform to a standard scale. This is known as the Uniform Mark Scale (UMS). **UMS marks should not be used by assessors to report marks to Edexcel on the OPTEMS.** Assessors should use the mark scales shown in the specifications. These are referred to in the tables as 'moderated marks'. The tables are provided to show how to convert from UMS to normal marks.

### VCE

VCE Units		
Grade	Moderated marks	UMS
A	19 - 24	80 - 100
B	16 - 18	70 - 79
C	13 - 15	60 - 69
D	10 - 12	50 - 59
E	7 - 9	40 - 49
U	0 - 6	0 - 39

VCE Single Award Qualification		
Grade	Moderated marks	UMS
A	114 - 144	480 - 600
B	96 - 113	420 - 479
C	78 - 95	360 - 419
D	60 - 77	300 - 359
E	42 - 59	240 - 299
U	0 - 41	0 - 239

VCE Double Award Qualification		
Grade	Moderated marks	UMS
AA	228 - 288	960 - 1200
AB	210 - 227	900 - 959
BB	192 - 209	840 - 899
BC	174 - 191	780 - 839
CC	156 - 173	720 - 779
CD	138 - 155	660 - 719
DD	120 - 137	600 - 659
ED	102 - 119	540 - 599
EE	84 - 101	480 - 539
U	0 - 83	0 - 479

### GNVQ

GNVQ Units		
Grade	Moderated marks	UMS
Distinction	13 - 16	80 - 100
Merit	10 - 12	60 - 79
Pass	7 - 9	40 - 59
U	0 - 6	0 - 39

GNVQ Qualification		
Grade	Moderated marks	UMS
Distinction	78 - 96	480 - 600
Merit	60 - 77	360 - 479
Pass	42 - 59	240 - 359
U	0 - 41	0 - 239

## Mark Conversions for Portfolio and External Units

Centres should continue to mark units out of 24 normal marks for VCE and 16 normal marks for GNVQ. The normal marks for these units will be converted by Edexcel to uniform marks using the following tables:

VCE Units		
Grade	Moderated mark	Uniform mark
A	24	100
	23	96
	22	92
	21	88
	20	84
	19	80
B	18	77
	17	73
	16	70
C	15	67
	14	63
	13	60
D	12	57
	11	53
	10	50
E	9	47
	8	43
	7	40
U	6	37
	5	33
	4	30
	3	23
	2	15
	1	8
	0	0

GNVQ Units		
Grade	Moderated mark	Uniform mark
Distinction	16	100
	15	93
	14	87
	13	80
Merit	12	73
	11	67
	10	60
Pass	9	53
	8	47
	7	40
U	6	33
	5	27
	4	20
	3	15
	2	10
	1	5
	0	0

## 13 Assessment Rules: Best Fit and Small Parts

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The Joint Council for General Qualifications has from time to time issued revised guidance on the assessment of VCE and GNVQ. This is provided in the form of notices to centres that have been published and circulated to all centres.

On the basis of these notices (available on the JCGQ Web site) assessors should be looking at a candidate's evidence holistically against the grade description which it best fits. Omission or weakness in a lower grade may be compensated for by the indication of evidence that would meet the requirements of a higher grade. **However through formative assessment of candidates work this situation should be avoided.**

The original requirement was that marks of 7 or above (7 being the minimum for Grade E/Pass) could be awarded only if the requirements in the banner and also of each of the Grade E/Pass criteria were addressed. That policy reflected a tradition of mastery in vocational examinations, but experience of the new GNVQ and VCE specifications has shown the policy to be unduly harsh to some borderline candidates. It has therefore been removed.

With effect from 1 September 2002, the assessment method used at the higher grades should also be used at Grade E/Pass.

- Assessors should first use their professional judgement to decide which set of criteria (Grade E, Grade C or Grade A for VCE and Pass, Merit or Distinction for GNVQ) best describes the quality and depth of the candidate's work.
- Then they should award a low, middle or high mark within the relevant band depending on whether the work just meets the criteria, comfortably meets the criteria or is close to meeting the criteria for the next highest band.

This assessment should all be carried out on a 'best-fit' basis. For example, an assessor may judge that the work of a VCE candidate who has comfortably met most of the Grade E criteria but has failed to meet one of them is best described by the Grade E criteria. The candidate should therefore be awarded a mark between 7 and 9. The exact mark should depend on the assessor's judgement of how well the relative strengths shown in most of the criteria compensate for the relative weakness shown in the other one. A mark within the range of 10 - 12 could be awarded if there is evidence towards the Grade C criteria even if a small part of the Grade E criteria is omitted.

The same arrangements apply in addressing the requirements of the banner. A candidate who has failed to cover all of these requirements may thus be eligible for any mark of 7 or more. However, any omissions or failure to address criteria must be taken into account when the work is assessed and are likely to reduce a candidate's score significantly.

This modification to the assessment procedures is intended merely to assist the small number of candidates who have previously been restricted to a mark of 6 or fewer for creditable work which has failed to meet a **small part** of the Grade E/Pass criteria or a **minor aspect** of the banner.

## 14 Re-sits

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There are no longer any restrictions on the number of re-sits allowed for any unit. See JCGC Notice to Centres 'Revision of Re-sit Rule' 1 October 2003 ([www.jcgc.org.uk](http://www.jcgc.org.uk)).

## Appendix 1: Examples of a completed grid

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The example is provided to assist assessors in their completion of the grids for portfolio units. The purpose of the grids is to enable assessors to pinpoint the evidence that indicates achievement of the criteria and to guide Moderators to the locations of that evidence.

The examples are of a completed mark grid for GNVQ Foundation Performing Arts Unit 2 and VCE Performing Arts Unit 5. The portfolio unit grid includes a cover sheet showing its intended use.

Portfolio unit assessment grids for all levels are available, together with a cover sheet, on the Edexcel Web site. They are designed to be used formatively and summatively, enlarged to A3, to provide ample space for annotation, with the grid on one side of the paper and the cover sheet on the other.

The portfolio assessment grids are in portrait format (when they are enlarged and folded in half, they produce a 4-page A4, portrait format document).

It is neither desirable nor expected that these grids should be completed by word-processing. They are working documents, which should be reproduced as blanks for each candidate and will normally be completed in handwriting. They are shown as word-processed in this publication only for ease of reproduction and legibility.

Centres do not have to use the Edexcel assessment grids and index/cover sheet, if they already have a similar system in place.

Unit assessment record and portfolio index

Candidate name: *Alex Smith*

Candidate registration number: *G190345*

Centre number: *12345*

Unit title: *Unit 2 - Skills Development*

Assignments/documents contributing to this unit (write assignment titles in these boxes):

Observation booklet

Video tape number 3 - 'Development of dance skills'

Logbook

Any additional information

*Compensation rule has been applied to enable Alex to achieve 12 marks. M3 is quite weak and it is felt that D2 compensates for this.*

Signed (tutor/assessor): *C Brown*

Date: *24/04/04*

Instructions for use

- Enlarge this page to A3 on the photocopier.
- Photocopy the enlarged assessment grid on the other side.
- Fold it in half, with this page on the outside and place in front of the candidates' portfolio unit.
- This forms a two-page booklet, providing an assessment record for the unit and a portfolio index that enables internal standardisers and external moderators to locate evidence claimed to substantiate the assessment criteria for the unit.

**GNVQ Performing Arts Foundation Unit 2: Skills Development**

 Candidate name: *Alex Smith*

 Candidate Registration number: *G190345*

Have you met the banner points?

You need to produce.	Have you met the banner points?	
	Yes	No
• A practical working record in your chosen specialist performing arts form which should	✓	
• Describe your skills level at the start of the programme	✓	
• Show how you improved	✓	
• Note what you have learnt about the importance of skills for people who are working in your specialist area	✓	
• Include at least three observations by your teacher of the way you are working and developing your skills	✓	

**This evidence could be in any suitable form, such as audio/video record, log, diary or notebook.**

Fill in the grid as appropriate. Please provide as much information as possible to aid the moderation and assessment of your work.

**Pass**

	Has this been met? Y/N	Where can this evidence be found e.g. video/audio tape/diary/workbook	Specific page number(s) to locate criteria &/or video/audio tape start/finish time	Additional assessor comments
<b>P1</b>	Yes	<i>Initial skills audit</i>	<i>p1 and 2</i>	<i>This was completed as a result of a tutorial with Alex</i>
<b>P2</b>	Yes	<i>Action plan</i>	<i>p3</i>	<i>Also completed at tutorial</i>
<b>P3</b>	Yes	<i>Logbook</i>	<i>Regular entries throughout</i>	<i>Completed after each session</i>
<b>P4</b>	Yes	<i>Observations</i>	<i>p21-23</i>	<i>Alex also recognises his improvements in his log</i>
<b>P5</b>	Yes	<i>Observations</i>	<i>p21-23</i>	<i>85% attendance, usually on time</i>
<b>P6</b>	Yes	<i>Observations</i>	<i>p21-23</i>	
<b>P7</b>	Yes	<i>Video tape number 3 and observations</i>	<i>1hr 20 mins – 1 hr 30 mins</i>	<i>Also see pp 17-18 – description of rigging sound system</i>
<b>P8</b>	Yes	<i>Logbook</i>	<i>Particularly p16-17 but throughout</i>	<i>Description of sound system</i>

**Merit**

	Has this been met? Y/N	Where can this evidence be found e.g. video/audio tape/diary/workbook	Specific page number(s) to locate criteria &/or video/audio tape start/finish time	Additional assessor comments
<b>M1</b>	Yes	<i>Observations plus appropriate sections of logbook</i>	<i>p21-23 plus bottom section of each page</i>	
<b>M2</b>	Yes	<i>Observations plus appropriate sections of logbook</i>	<i>p21-23 plus bottom section of each page</i>	
<b>M3</b>	Yes	<i>Observations plus logbook, and video tape number 3</i>	<i>p21-23 plus general notes in logbook; 1 hr 35 mins – 1 hr 45.</i>	<i>Alex can combine a number of skills but is not yet fluent in dancing</i>

**Distinction**

	Has this been met? Y/N	Where can this evidence be found e.g. video/audio tape/diary/workbook	Specific page number(s) to locate criteria &/or video/audio tape start/finish time	Additional assessor comments
<b>D1</b>	No			
<b>D2</b>	Yes	<i>Observations plus appropriate sections of logbook</i>	<i>p21-23 plus bottom section of each page</i>	<i>They have put in a lot of hard work in their own time. Well done Alex!</i>
<b>D3</b>	No			

	Below pass	Pass	Merit	Distinction	Candidates' score
Score	0 - 6	7 - 9	10 - 12	13 - 16	12

 Tutor/assessor signature  
*C. Brown*  
 Date: *24/04/2004*

**Unit assessment record and portfolio index**

Candidate name: *Alice Cooper*

Candidate registration number: *G756382*

Centre number: *11223*

Unit title: *P305P - Performing Work*

**Assignments contributing to this unit (write assignment titles in these boxes):**

*Diary for 'Road'*

*Video of 'Grease'*

*Observation booklet*

**Any additional information**

Signed (tutor/assessor): *A. Sees*

Date: *14/05/04*

**Instructions for use**

- Enlarge this page to A3 on the photocopier.
- Photocopy the enlarged assessment grid on the other side.
- Fold it in half, with this page on the outside and put in front of the candidates' portfolio unit.
- This forms a two-page document, providing an assessment record for the unit and a portfolio index that enables internal standardisers and external moderators to locate evidence claimed to substantiate the assessment criteria for the unit.

**VCE Performing Arts Unit 5: Performing Work**

<b>Candidate name:</b> Alice Cooper	<b>Candidate Registration number:</b> G756382	<b>Have you met the banner points?</b>	
<b>You need to produce</b> a portfolio of work chosen to show how you worked as part of a team to put on at least two productions. You should have evidence that you have experience in both of the following roles; performer and support (technician, front of house or administrator). It should include:		<b>Yes</b>	<b>No</b>
• A diary record of each performance project		✓	
• At least three observations for each production, which cover the rehearsal period, the performance and clearing up		✓	
• An evaluation of each production and your own involvement.		✓	

Fill in the grid as appropriate. Please provide as much information as possible to aid the moderation and assessment of your work.

<b>E Grade</b>				
	Has this been met? Y/N	Where can this evidence be found e.g. video/audio tape/diary/workbook	Specific page number(s) to locate criteria &/or video/audio tape start/finish time	Additional assessor comments
E1	Y	Rehearsal diaries plus observations 1 & 4	Pp9 – 10 of diary for 'Grease' plus Pp14-15 of diary for 'Road'	Better evidence in technical role for 'Road'
E2	Y	Rehearsal diaries plus observations 1 2 4 & 5	Esp. p 17 of diary for 'Grease' and Pp 1 – 4 of diary for 'Road'	Evidence of planning strongest in diary for 'Road'. Rehearsals best in diary for 'Grease'
E3	Y	Observation 3 plus video of 'Grease'	All of video but good evidence at 20'43" and 42'50"	She plays the part of Sandy in a pink top and blue skirt.
E4	Y	Observations 5 & 6 plus diary for 'Road'	Pp 7, 13, 16 of diary for 'Road' esp. relevant	
E5	Y	Observations 2 & 5 plus risk assessment as stage manager		Risk assessment – separate document. Also has clear understanding of responsibilities as a performer
E6	Y	Evaluations		Clear understanding of both roles and a good evaluation of each

<b>C Grade</b>				
	Has this been met? Y/N	Where can this evidence be found e.g. video/audio tape/diary/workbook	Specific page number(s) to locate criteria &/or video/audio tape start/finish time	Additional assessor comments
C1	Y	Rehearsal diaries plus observations 1 2 4 & 5	Esp. pp 17 - 19 of diary for 'Grease' and Pp 1 – 4 of diary for 'Road'	
C2	Y	Observation 3 plus video of 'Grease'	All of video but good evidence at 20'43" and 42'50"	
C3	Y	Observations 5 & 6 plus diary for 'Road'	Pp 7, 13, 16 18 and 19 of diary for 'Road' esp. relevant	
C4	Y	Evaluations	Esp. clear on p 5	

<b>A Grade</b>				
	Has this been met? Y/N	Where can this evidence be found e.g. video/audio tape/diary/workbook	Specific page number(s) to locate criteria &/or video/audio tape start/finish time	Additional assessor comments
A1	Y	Rehearsal diaries plus observations 1 2 4 & 5	Esp. p 17 of diary for 'Grease' and Pp 1 – 4 of diary for 'Road'	My observations provide best evidence. Alice was thoroughly involved for most of the time but did slip occasionally
A2	Y	Observation 3 plus video of 'Grease'	All of video but good evidence at 20'43" and 42'50"	These were her best numbers but you can observe that the rest of high performance just meets this criterion.
A3	Y	Observations plus diaries	Throughout both diaries but see p13 of diary for 'Grease' and p8 of diary for 'Road'	Alice took a very professional approach to both roles.
A4	Y	Evaluations	Throughout but good on p3	

	Below pass	E	D	C	B	A	Candidates' score
Score	0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 24	20

## Appendix 2: GNVQ/VCE Performing Arts - Guidelines for the submission of audio and visual evidence

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Evidence of a practical nature, e.g. dance, music, performance, etc., should be presented so that each candidate can be clearly identified.

Good practice would be to use; photographs with candidates' names; log sheets/assessment evidence grids with real time information (not video counter numerals) to identify where/when candidates appear.

Centres should begin video recordings with candidates holding up their own nameplate prior to the recording of the activity. Where appropriate candidates should be recorded in the costumes that they are wearing in the performance. *It is recommended that centres only submit the performances of the candidates within the sample. Work related to candidates not submitted as part of the sample should not be included.* It is the centre's responsibility to ensure that the quality of the video can enable moderators to see and hear all aspects of the performance. Failure to do so could disadvantage candidates.

The material should be submitted in one or more of the specified formats:

- VHS tape (not SVHS)
- Mini Disk
- Audio CD
- DVD

Due to time constraints and difficulties in locating evidence, audiocassettes will only be accepted if they contain one piece of evidence for a unit for an individual students work

We can also accommodate digital evidence in these formats:

- Digital JPEG
- QuickTime
- Media Player
- Mini DV

However, all formats and the location of the evidence should be clearly labelled. Minidisks can be labelled and each track can be referenced.

**Evidence in other formats will not be acceptable.**

If you have any queries or doubts please contact Edexcel.