



CCEA Level 1 Certificate in Performance Skills (QCF)  
CCEA Level 2 Certificate in Performance Skills (QCF)

Summer Series 2016

## Principal Moderator's Report

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*(Level 1 and Level 2)*



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Certificates in Performance Skills (QCF) for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk)



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# LEVEL 1 AND 2 CERTIFICATES IN PERFORMANCE SKILLS (QCF)

## Principal Moderator's Report

### Levels 1 and 2

#### General Observations

The Performance Skills qualification offers two series each year, winter and summer, and it is very encouraging to see the continuing support from centres and an increase in the number of candidates for each series.

The range of candidates' performance has included areas of the arts such as dance, music, singing, acting, duos, trios, DJs and group performances that have been very exciting and worthwhile to watch in both live and recorded sessions.

When moderating candidates' portfolios of evidence it is clear that many of those centres that availed of CCEA's annual Performance Skills Agreement Trial went on to produce an outstanding standard of work. The tutors and teachers who have attended the Agreement Trials have brought out the best quality standards in their candidates' portfolios of evidence.

It is interesting to note that centres who have been offering this qualification for a number of years still send teaching staff to the Agreement Trials. A number of senior staff have informed the moderation team during their visiting that they feel the annual Agreement Trial is an integral part in the teaching and assessment of the qualification. Those centres that have not availed of the Agreement Trials have agreed to ensure their attendance at future events. This will ensure clarity around which specification and portfolio of evidence template to use.

#### Level 1

A high number of candidates met the required standards as per the CCEA Level 1 Specification and in some instances the performances from the candidates were at a higher level. The moderation team were encouraged by the standards throughout the centres at this level and some centres are now encouraging their candidates to work towards Level 2.

The moderation team commented on the enthusiasm of Level 1 candidates in all performances across a range of centres. The moderation team have chosen exemplar material from a range of centres, including those schools for students with special education needs as examples of best practice in meeting the requirements of the Specification.

#### Level 2

The Level 2 moderation was exciting to see, especially in some of the performance topics chosen by centres and indeed the development, writing and performance of original material by some candidates. For example, dealing with the topic of cyber bullying in one centre which prompted a moderator to comment: "the hairs stood up on the back of my neck".

Some new centres were most innovative in their approach especially in the area of music. There were some beautiful performances given over a range of many different instruments.

Throughout the moderation a very high standard was achieved by candidates entered at Level h2. The requirements of the CCEA Level 2 specification were met and that the moderation team reported that new centres are most encouraged by the range and scope permitted in this qualification.

## Conclusion

This is additional information that may benefit centres:

1. It is **essential** that the portfolios of evidence submitted adhere to the **assessment criteria** as detailed in the level 1 or level 2 specifications. Both specifications are available on the CCEA performance skills microsite under the “Specification” tab at [www.ccea.org.uk/performance\\_skills](http://www.ccea.org.uk/performance_skills)
2. Teachers/tutors are encouraged to annotate candidates’ work for positive feedback throughout the portfolio. This will not only encourage candidates but is a means of authenticating the work.
3. Teachers/tutors **must ensure** that all candidate portfolios are complete and ready for the visiting moderation process. Please also ensure that the front sheet as demonstrated in the student workbook on the microsite is included. This is available under the support tab at [www.ccea.org.uk/performance\\_skills](http://www.ccea.org.uk/performance_skills)
4. CCEA have produced a student workbook that has been adapted for learners with SEN. This is currently not available online however can be requested from the CCEA Education Manager for Performance Skills, Teresa Livingstone at [tlivingstone@ccea.org.uk](mailto:tlivingstone@ccea.org.uk)

Overall this was a most enlightening and fulfilling moderation for the Performance Skills team in 2016. Congratulations to all centres and their candidates for a pleasurable moderation experience.

## Contact details

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