



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

Summer Series 2017

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 for this series.

CCEA hopes that the Principal Moderator's report 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.

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LEVEL 1 AND 2 CERTIFICATES IN PERFORMANCE SKILLS

Principal Moderator's Report

Levels 1 and 2

General Observations

First and foremost, candidates and centres should be congratulated for the excellent standard of evidence produced in their portfolios for both levels of this qualification.

There was a definite increase in centres and candidate entries this year, which in total amounted to 22 centres with an increase of entries at Level 1.

Level 1

Some of the evidence produced by candidates for Level 1 was of a high standard in relation to their performances, however, the centres were indeed correct in their assessing their candidates by entering this level as their overall portfolio was within the Level 1 specification and standards.

The performances given at this level included short plays, readings, mime, performances of a range of classical and pop music on a range of musical instruments. It was very evident that many pupils undertook to play in their small school orchestras accompanying musical interludes during performance of their plays.

Level 2

The performances at this level from all centres were excellent and it was interesting to see that a number of centres included candidates performing 'mime', one centre in particular performed the fairy-tale Hansel and Gretel throughout as a mime and this storyline, was as it should have been, quite scary and effective to watch.

It was also interesting to note a real variety of performance skills ranging from instrumental playing through to candidate's own poetry and readings.

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
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

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 Robb at trobb@ccea.org.uk

Overall this was a marvellous series in Summer 2017. Congratulations to all centres and their candidates.

Contact details

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