

**Cambridge Technicals (2012)**

**Level 2 / Level 3**

**Performing arts**

**05763, 05765, 05768  
05770, 05772, 05775, 05778, 05781**

**Moderators' report 2019 series**

## **About this Moderators' report**

This report on the 2019 series assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future assessment/moderation

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of moderation**
- **Further support that you can expect from OCR**, such as our CPD programme

## Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

## Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

## Further support from OCR

# CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

[www.ocr.org.uk](http://www.ocr.org.uk)

## CONTENTS

Content	Page
Overview .....	5
General comments .....	5
Comments on individual units.....	6
Sector update .....	6



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## Overview

The scope of this report covers the 2012 suite of qualifications at L2 and L3

Those centres that remain on this legacy qualification continue to have a high level of loyalty and satisfaction to it citing increased professional judgement, flexibility of delivery and freedom from excessive administration, as well as the obvious lack of external units. The student cohort is generally described by centres as not being suited to the examination demands and/or academic writing.

The qualification therefore has a developed and now consolidated set of approaches from centres using a high level of creativity in their delivery approaches while maintaining the standard of evidence and the coverage of the Learning Outcomes. In this respect the programme has established its own ethos and teaching and learning context.

These centres, the vast majority of which are FE, are clearly disappointed at the early demise of the L3 2012 suite. Last entry will be in September 2019 and this has meant bringing forward plans to move to the 2016 suite, early and full support needs to be provided at this point to prevent centres looking again to other providers.

The L2 2012 suite is not subject to the earlier date for withdrawal of funding.

## General comments

As in previous years there was a range of cohort sizes across centres with some relatively small groups through to large cohorts where centres tended to customise the course to meet specific student skills and demands. This sometimes made moderation onerous and the process of claiming complex. This is particularly true in centres where the Extended Diplomas on the L3 suite are being delivered and centres should think carefully in terms of an assessment plan to enable moderation to be scheduled realistically across the two allowed visits, remembering that all units must be moderated.

However this shouldn't deter centres from giving students the opportunity to customise their programmes by choosing specific units, which is possible on the 2012 suite.

Centres need to be preparing for the transfer to the 2016 suite as the last cohort for the 2012 (excluding L2) is entered in September 2019.

Centres continue to develop innovative project approaches to delivery and assessment. Most early misunderstandings of the Cambridge Technicals occur when centres become overly attached to a unit-by-unit approach and subsequently fail to see the possibilities in adapting the unit demands and Learning Outcomes to their own creative programme of performance and skills development.

A further misunderstanding can occur when centres assume a plethora of documentation and regulations that simply do not feature on the suites.

### **Comments on individual units**

Mandatory units performed well on all qualifications and suites with a wide range of evidence reflective of the centre and learner art-form choices. Centres were generally adaptive in their use of recorded evidence and produced some innovative formats given the opportunity to do so by the more flexible and dynamic approaches encouraged by the Cambridge Technicals. Moderators will continue to give guidance on the nature and range of evidence possible on all suites.

On the 2012 suite the range of units available (L2 27, L3 73) and the ways in which customised pathways and integrated projects are put together in bigger centres make comments on individual units difficult to make, but technical units (such as 48: Stage costume making) are beginning to show real progress in terms of evidence and vocationality. These are therefore giving students a very strong platform for progression to higher pre-professional programmes.

### **Sector update**

It is clear that in the continuing and increasing opportunities centres have for moving between other providers the advantages of the Cambridge Technicals 2016 suite needs to be made prominent in centre considerations. Centres that have already transferred to the 2016 suite find the external units to be much more accessible and streamlined for students to work with and achieve in than other providers and there will continue to be the same flexibility and use of professional judgement in the delivery of the internal units.

## About OCR

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