

# **Cambridge Technicals Performing Arts**

## **Unit 1: Prepare to work in the Performing Arts Sector**

Level 3 Cambridge Technical in Performing Arts  
**05880 - 05853 - 05876**

## **Mark Scheme for January 2022**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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| Question | Teaching content | Marks | Descriptor of levels of response  |
|----------|------------------|-------|---|
| 1        | LO1, LO2, LO4    | 0     | No rewardable material  |
|          |                  | 1-6   | <ul style="list-style-type: none"> <li>• Research shows a limited knowledge and understanding of economic, social and cultural contexts and current employment and contractual conditions.</li> <li>• There is a basic description of the chosen vocational role's current progression routes and the proposed materials have limited promotional impact.</li> <li>• There is basic use of performing arts terminology.</li> <li>• There is no citation process.</li> <li>• The elements of the portfolio have no reference to the context of the advertisement.</li> <li>• They draw upon a limited range of skills knowledge and understanding gained from the learning programme. There is an attempt to describe what skills knowledge and understanding they have that relate to the context of the advertisement and some of the skills, knowledge and understanding referred to are relevant.</li> </ul>                                     |
|          |                  | 7-12  | <ul style="list-style-type: none"> <li>• Research shows a partial knowledge and understanding of economic, social and cultural contexts and current employment and contractual conditions.</li> <li>• There is a clear description of the chosen vocational role's current progression routes and the proposed materials have partial promotional impact.</li> <li>• There is clear use of performing arts terminology.</li> <li>• There is some citation process.</li> <li>• There is some reference to the context of the advertisement but this is inconsistent and does not cover all of the portfolio elements.</li> <li>• They draw upon a range of skills knowledge and understanding gained from the learning programme. There is a description of what skills knowledge and understanding they have that relate to the context of the advertisement and all of the skills knowledge and understanding referred to are relevant.</li> </ul> |

| Question | Teaching content | Marks | Descriptor of levels of response  |
|----------|------------------|-------|---|
| 1        | LO1, LO2, LO4    | 13-18 | <ul style="list-style-type: none"> <li>• Research shows a clear knowledge and understanding of economic, social and cultural contexts and current employment and contractual conditions but there remain some inconsistencies to this knowledge and understanding.</li> <li>• There is a thorough explanation of the chosen vocational role's current progression routes and the proposed materials have effective promotional impact.</li> <li>• There is an effective use of performing arts terminology.</li> <li>• There is a clear citation process.</li> <li>• All the elements of the portfolio have clear reference to the context of the advertisement.</li> <li>• They draw upon a wide range of skills knowledge and understanding gained from the learning programme. There is an explanation of how the skills knowledge and understanding relate to the context of the advertisement and benefits are highlighted as to how the skills knowledge and understanding will prepare them for their chosen role.</li> </ul>  |
|          |                  | 19-24 | <ul style="list-style-type: none"> <li>• Research shows a detailed knowledge and understanding of economic, social and cultural contexts and current employment and contractual conditions.</li> <li>• There is a comprehensive analysis of the chosen vocational role's current progression routes and the proposed materials are relevant and highly promotional.</li> <li>• Use of performing arts terminology is fluent.</li> <li>• There is an accomplished citation process.</li> <li>• There is clear reference to the context of the advertisement in all elements and this shows a thorough understanding of its wider contexts.</li> <li>• They draw upon a wide range of skills knowledge and understanding gained from the learning programme. There is an explanation of how they have developed their skills knowledge and understanding through the programme and how they relate to the context of the advertisement. The benefits are highlighted as to how the skills knowledge and understanding will prepare them for their chosen role. There is an awareness of how they could further develop their skills.</li> </ul> |

| Question |     | Teaching content | Marks | Descriptor of levels of response  |
|----------|-----|------------------|-------|---|
| 2        | (a) | LO2, LO3, LO4    | 0     | No rewardable material  |
|          |     |                  | 1-2   | Basic understanding of the context of the project. There is limited reference made to the details of advertisement.   |
|          |     |                  | 3-4   | Partial understanding of the context of the project. There is some reference made to the details of the advertisement.  |
|          |     |                  | 5-6   | Full understanding of the overall context of the project. There is clear reference made to the details of the advertisement.  |
|          | (b) |                  | 0     | No rewardable material  |
|          |     |                  | 1-2   | Limited knowledge and understanding of the role and its potential place in the project.   |
|          |     |                  | 3-4   | Inconsistent knowledge and understanding of the role and its potential place in the project.  |
|          |     |                  | 5-6   | Full knowledge and understanding of the role and its potential place in the project.  |
|          | (c) |                  | 0     | No rewardable material  |
|          |     |                  | 1-2   | Some description of the course but limited illustration of the experience and knowledge acquired. There is no attempt to place this in the context of the project.                            |
|          |     |                  | 3-4   | A full description of the course and some illustration of the experience and knowledge acquired. There is some attempt to place this in the context of the project.                           |
|          |     |                  | 5-6   | There is a full explanation of the course and how the experience and knowledge acquired will contribute to the project and be further developed.  |
|          | (d) |                  | 0     | No rewardable material  |
|          |     |                  | 1-2   | There is limited understanding of possible progression routes into a chosen vocational role. There is no understanding of how the role or route may change in the sector over time.           |
|          |     |                  | 3-4   | There is a clear understanding of possible progression routes into a chosen vocational role but this is inconsistent. There is some context of sector change in the route and role over time. |

| Question | Teaching content | Marks | Descriptor of levels of response   |
|----------|------------------|-------|--|
| (e)      |                  | 5-6   | A comprehensive understanding of possible progression routes into a chosen vocational role is placed into the wider context of development and sector changes. |
|          |                  | 0     | No rewardable material   |
|          |                  | 1-2   | There is a basic description of a defined strategy. There is some attempt at using documentary evidence to support the response.                               |
|          |                  | 3-4   | There is an explanation of a defined strategy clearly illustrated by reference to the documentary evidence.  |
|          |                  | 5-6   | The documentation is used fluently and with an effective illustration of a defined strategy.   |

| Question | Teaching content | Marks | Descriptor of levels of response  |
|----------|------------------|-------|---|
| 3        | LO2, LO4         | 0     | No rewardable material  |
|          |                  | 1-2   | The piece/presentation is shown without comment or context referencing it to the demands of the project as described in the advertisement.  |
|          |                  | 3-4   | The learner can move with some confidence into a practical showing of performance skills or a technical presentation. There is some attempt at placing the piece/presentation into the wider context of the project as described in the advertisement.          |
|          |                  | 5-6   | The learner can move with complete confidence into a practical showing of performance skills or a technical presentation. There is effective process of placing the piece/presentation into the wider context of the project as described in the advertisement. |

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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

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**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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