

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 1 January 2022 series

Contents

Introduction	3
Unit 1 series overview	4
Question 1	5
Question 2	6
Question 3	7

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Unit 1 series overview

This series a pre released set task was issued, giving an employment opportunity for candidates to respond to.

The level of demand was comparable with all previous series. The employment opportunity enabled responses that could demonstrate understanding of the unit content, in a realistic, applied vocational context.

The employment opportunity acted as a stimulus for candidates to respond to by submitting a written portfolio, a pitch to camera and an audition piece or presentation.

The employment opportunity this series was to contribute to the 'Out and About' groups engagement day, and to be part of an event to promote the health benefits of both the arts and exercise in the great outdoors. The theme for the event was 'Your Arts Journey'.

The given scenario provided an opportunity to demonstrate knowledge and understanding of the context of employment in the performing arts industry.

It is hoped the following points and observations relating to successful, and less successful, responses will be helpful to you.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • used a persuasive, promotional tone that would be likely to engage a potential employer • identified an appropriate and specific role, such as performer or technician and used this consistently to relate their skills, experience, and progression routes to • fully considered the wider context for this type of employment within the performing arts industry • prepared a relevant and technically accomplished audition piece. 	<ul style="list-style-type: none"> • demonstrated only a basic appreciation of promotional intent • did not identify an appropriate or specific or role, and/or swapped role between tasks and the examples they gave • misunderstood/gave incorrect information about some of the employment types or contexts • performed an audition piece that either lacked relevance or was not technically of an adequate standard.

Question 1

- 1 Prepare to pitch for one of the roles mentioned. Your preparation must include a portfolio of documentation (guide of 1500–2500 words) including:
 - introductory comments on your chosen vocational role, including its current employment conditions and promotional methods. These comments should be made with reference to the advertisement and the role applied for.
 - a report on the economic, social and cultural context of the event outlined in the advertisement.
 - the proposed materials for progression into your chosen vocational role including any ideas and adaptations that you have made to meet the specific demands of the advertisement.
 - your overall progression strategy and how this job opportunity fits into these longer-term plans.
 - references to the skills, knowledge and understanding gained as part of your learning programme.

[24 marks]

The written portfolio provides an opportunity for candidates to demonstrate their knowledge and understanding of employment opportunities in the performing arts industry. The guide of 1500 to 2500 words is only a guide but on the whole responses fitted within this. The work seen was overall well organised, clear to follow and written with some consideration of promotional tone. The written portfolio is an opportunity to provide an underpinning context for the pitch to camera. Research should help shape the content, so it shows relevance to the scenario given and consideration of the key factors. The work seen covered a research process that ranged from very generic 'working in the industry' information to more focused and analytical information being synthesised from valid sources. Most written portfolios referenced sources appropriately. The progression route should also be relevant to the role identified and be informed by reliable and valid sources of information. The most successful written portfolios used performing arts terminology and had a clear structure.

Question 2

- 2 Pitch a response to the advertisement to the camera (maximum 10 minutes). Your pitch should include answers to the following questions [6 marks for each]:
- (a) Why have you applied for this project?
 - (b) What role are you interested in and how will this contribute to the project?
 - (c) How will the experience and knowledge that you have gained while on your course be relevant to this project?
 - (d) What is your progression strategy for the next five years?
 - (e) How do you think working on this project will contribute to your progression route?

[30 marks]

The pitch to camera should engage the potential employer and demonstrate clear promotional intent. The pitch should focus on the identified role and be consistently relevant to the given employment opportunity. There is a guide of 10 minutes for the pitch. It is acceptable to use notes but the pitch should not simply be the written portfolio read to camera. This series we saw some candidates simply repeat the information in the written task to camera, reading from cards.

The pitch should be seen as a chance to demonstrate self-promotion skills in keeping with professional practice in the performing arts industry. The work seen was mostly successful in covering all the key points and mostly this was done in a clear and methodical way. The best pitches showed confidence with the style of delivery chosen, and the content was consistently relevant and engaging. Successful pitches included relevant examples of skills and experience to support the comments being made. The best examples were relevant to the role and the organisation and project outlined in the employment opportunity.

Question 3

- 3 Audition/presentation piece – present an example of your work to the camera, which is relevant to the advertisement and the role applied for (maximum 5 minutes).

[6 marks]

Audition pieces were mostly relevant for the role, but not always fully appropriate for the employment opportunity. It is best when the audition is performed as part of the pitch, with a candidate moving from pitch to audition with confidence and fluency.

Most audition pieces were well rehearsed and of an appropriate length. Some were too long, and further refinement and selection would have been useful.

It is helpful when justification is given for the choice of audition piece, however this should be brief and to the point. Lengthy presentations about the work being performed are not necessary and can take away from the understanding of promotional intent this tasks should demonstrate.

The more successful audition pieces were fully relevant to the identified role and suitable for the candidate's skills.

Copyright information

Any reference to existing companies or organisations is entirely coincidental and is not intended as a depiction of those companies or organisations.

Supporting you

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#).

Supporting you through 2021-2022

Our priority is supporting you and your students this spring and to support you as you prepare for summer 2022. We'll update our [website information](#) regularly with resources, guidance and key information.

Take a look at our support for:

- [Teachers](#)
- [Students](#)
- [Exams officers](#)

Keep up-to-date

We are sending a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. All our courses for the academic year 2021-2022 are being delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for Exambuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals, Cambridge Technicals and Functional Skills qualifications. See the full list of available qualifications in the [sign up form](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Supporting you

Active Results

Review students' exam performance with our free online results analysis tool.

For the spring 2022 series, results analysis is available for Cambridge Nationals (moderated units) only.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

Find out more at ocr.org.uk/activeresults.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.