

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 2 January 2022 series

Contents

Introduction	3
Unit 2 series overview	4
Question 1	6

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 2 series overview

Following the pandemic restrictions, candidates have performed well overall despite the many circumstances and hurdles they have had to overcome. Responses reflect that this unit continues to be well understood.

A decline in the attention to detail has been observed by examiners in comparison to pre-pandemic responses, though this has not reflected on the overall rate of candidates passing this assessment. The Covid 19 pandemic may influence candidates' outcomes due to the replacement and loss of learning through varied contingencies in centres. Some leniencies have been considered around the structuring and quality of submissions but not for the use and understanding of the required knowledge and production of relevant materials.

The examination question structure remained the same with candidates responding to the brief/advert as a written pitch to the client. They assumed a role within an events team, and this can be fictional to present their knowledge and boost the sales element. Candidates who adopted a 'sales approach' to their pitch showed clear understanding of the overarching aim of the assessment as a task that represents real life employment commissions. It was pleasing to find the sales element of the pitch was evident in most responses.

The candidate is aiming to produce a thoroughly considered pitch with a comprehensive appendix which can include all their back up and explanatory materials such as research, the supporting budgets, legalities, planning documentation and any other supportive information. No word count is applied to the appendices and all documentation should illustrate the pitch. Good use of the appendices is being seen by most centres.

The exam paper itself is systematic and leads the candidate through the required stages to produce their response. Candidates following the examination format tended to fare better than centre produced formats.

The spread of commissions A, B and C were fairly spread, with one being no more used than another.

This year has seen a drop in clear distinction standard candidates owing to the lack of sophistication in responses in comparison to previous 'normal' years. In some centres, more depth/detail was required as some candidates edged towards producing Level 2 responses evidencing surface learning and not the required sophistication and connectivity throughout their whole response expected from a Level 3 candidate.

It was pleasing to see that candidates incorporated prominent 'issues of the day' by considering the use of space, testing and health requirements for Covid 19. While this is possibly myopic, it does reflect that candidates are responsive to considering and integrating current affairs and are treating the assessment as a live scenario.

Candidates who 'sold' their proposal to the reader as a straightforward idea that was thoroughly backed up throughout the budget, risk assessments and with considerations of the relevant legal, insurance and safety considerations, did well.

For example, candidates that used 'music on boats' in the Canal commission, reflected the cost of licencing and health and safety/insurances required to work on water. These included water safety measures, use of necessary electrical equipment and relevant user risk assessments, PRS, PPL and public liability insurance. The costs and details of their plans to facilitate the use of boats with these considerations were carried through and detailed in the appendices.

Alternatively, candidates who used the Magician convention commission who stated they would use aerial equipment, pyrotechnics, fire eaters or specialist equipment needed to demonstrate their understanding of their research. They needed to have followed through with what should happen in the background to make sure these items were used correctly and safely and supported this throughout the planning document, risk assessment with the necessary licences and costs.

Set centre styles place some centres at risk of suspicion of plagiarism or have misguided a whole cohort into not being able to gain the coverage of marks candidates may have achieved by interpreting the exam question paper by themselves.

<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 the examination paper format to structure their responses • adopted a sales approach to the pitch to 'sell' their project idea • made sure that all items mentioned in the text were followed up in the risk assessment and budgets • researched and considered the legal and health and safety licences and assessments that would need to be made, such as, PRS, DBS, insurances, equipment safety measures, public liability etc and reflected these costs in the budgets • offered less complex projects that were presented as a more focused, fully considered response, with in depth detail that carried through all elements of the response. 	<ul style="list-style-type: none"> • did not give enough advertising and risk assessment detail and did not carry considerations through to the budget or planning timelines • did not connect the budgets, risk assessments and research in a consistent way with the proposal, for example, if the candidate states they are employing a team of technicians or lifeguards we would expect to see this considered in the budget and risk assessment. The more sophisticated the event, the more detail needs to be represented and carried through to the appendix items and in the proposal text • did not show strong knowledge of the legalities and licencing; this has dropped considerably and been replaced with Covid tracking and considerations which has no relevance to budgets therefore giving a myopic response • spent too much time creating a project that was too complicated to back up with the relevant supporting materials mentioned above to facilitate the event effectively and safely.

Copyright information

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

Question 1

Scenario

You are the Project Development Officer for a company of performers and creative outreach workers. This is a new ensemble company formed after its members graduated from pre-professional training. There are four core members including yourself but you can 'pull in' other co-workers if necessary.

As a company you are multi-skilled but lack direct experience in the contexts described in the commissions; however what you lack in experience you make up for with enthusiasm and an ability to take on new skills and adapt existing ones, based on a thorough research and development process.

Although money is available the commissioning organisations have not given a budget for the work and so you must be competitive but remain committed to paying workers the going rate and employing them on professional conditions of service. You will also need to be realistic about the resources and equipment that are needed to successfully carry out the project.

The timescale for the project will arise from your proposal details and approach but could include 'added value' such as a long-term commitment to weekly workshops or a short tour of performances, depending on the commission details.

1 Produce a proposal report for ONE of the commissions.

(1500–2000 words, including supporting documentation).

Please state clearly which commission you have chosen.

Your report must contain:

- (a) Introduction.
- (b) Initial summary.
 - (i) A brief outline/executive summary of the project you intend to run.
 - (ii) Details of who will benefit from this project and how their needs will be addressed (this should include commissioning organisation, participants and the company and company members).
- (c) The Proposal.
 - (i) This is an opportunity to 'flesh out' the details of the proposal and convince the commissioning organisation of your ability to deliver the project.
- (d) Budget and Resources.
 - (i) Details of costs and resources needed to carry out the work.
- (e) Appendices
 - (i) Details of adaptations and changes made in response to any pilot workshops/ scratch performances and stakeholder research that may have been part of the R&D process.
 - (ii) Planning documentation and budget.
 - (iii) Health & safety and legal constraints.
 - (iv) Details of how you intend to monitor and evaluate the process and the outcomes.

[50 marks]

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.