

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 3 Summer 2022 series

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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.

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Unit 3 series overview

This unit is an opportunity for candidates to demonstrate a clear appreciation of key practitioners in the performing arts and their influences on style and repertoire.

The choice of practitioner will most likely relate to previous areas of study, or specific styles and genres of work that have inspired and motivated candidates in their own performance work.

Each series, for the assessment of Unit 3, a statement is given and responses, both written and practical should fully consider the given statement.

The statement for this series can be seen below, under Question 1.

There is no predetermined or correct interpretation of the statement and responses can be justified using original thought or use opinions based on valid information sources. There is no right or wrong interpretation.

The assessment is split into two equally weighted tasks, the written report, and the practical demonstration.

Overall, this series some engaging work was seen in relation to the statement.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • demonstrated a full and comprehensive knowledge and understanding of the selected practitioner(s) and the impact of their work on performing arts repertoire • clearly understood what had influenced the practitioner(s) and how such influence had informed their work • used effective research skills to interrogate information sources in order to support their comments and opinions • related their thinking and findings directly and consistently to the given statement • presented their work in a clearly structured manner • demonstrated accomplished technical ability in their practical work • analysed and evaluated the findings from their research process. 	<ul style="list-style-type: none"> • gave brief and generic biographical information on the practitioner, without understanding the influence this had on the work • did not inform their thinking through any meaningful research practice • repeated findings from research activity simply as information recall, without any analysis • did not relate their comments to the given statement • did not have a clear structure for their work • demonstrated basic or limited technical ability in their practical work.

Question 1

'Entertainment value should be prioritised over the intent to educate an audience'

In response to the statement above:

- 1 Produce a report that evaluates the work and influences of **one** practitioner in response to the statement above.

(Guide of 1000 – 1500 words)

[30]

The response must be supported with thorough knowledge and understanding in relation to the chosen practitioner. This needs to include more than the basic biographical facts, and ideally is sophisticated in how wider context links to the statement. Although the wider context of where and when a practitioner lived and worked will have some relevance, it is most helpful when the information is analysed to support the links to the statement that are being made.

An understanding of the chosen practitioner's work is helpful to refer to, rather than just who they were, and facts and comments should be supported with specific responses. The report will preferably read as well-informed, and therefore the information sources used should be relevant and valid. The given statement must be central to the response. It will also be helpful to demonstrate evaluation skills and to draw conclusions rather than only offer a broad reference to the practitioners work when referring to the statement. The written report is best presented with a clear and logical structure, so the thinking can be easily followed.

The response should include findings from research that have been selected so they can make clear connections to the statement.

Question 2

- 2** Present a practical demonstration showing **two** contrasting pieces in response to the statement above. This may or may not include the work of the practitioner evaluated in Question 1.

(5 – 8 minutes)

[30]

The practical demonstration is an opportunity to perform two contrasting pieces. The contrast can be across, or within a discipline. There is no requirement to perform outside of an area of familiarity or expertise if contrast can be clearly seen. The contrast can come from style, genre, discipline or contrast in mood, atmosphere, and/or artistic intentions.

It will be helpful to think how and / or why the pieces being performed agree or disagree with the statement. It will also be helpful for a practical demonstration to include skills and techniques that are already developed to an adequate standard, even if applying the skills to new material, to be able to demonstrate accomplished technical ability.

The practical demonstration can include a brief introduction to the two pieces but does not need to go beyond an introduction that allows the work to be seen in context. The introduction to the practical demonstration should not be a reading of parts of the written response. The choice of the performance material is important, for the practical demonstration to have relevance to the statement.

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