

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

PERFORMING ARTS

05850–05853, 05876

Summer 2022 series

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Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

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Unit 2 General overview

The three commissions were well supported equally.

Overall, the response to this paper was much improved from the January series that had been affected by the Covid pandemic lockdowns and access to research tools and in class benefits to learning across that series.

This series saw the return of more sophisticated and articulate responses which is commendable in the short time given since lockdown and evidences the valuable support of face-to-face teaching in the classroom.

The examiners are aware of a misconception that candidates think that the design of the actual event is the main purpose of this assessment and while it is an important factor, it is not the main element of the assessment. Candidates need to make sure that they consider and support their plan effectively. This led to some candidates diluting their submission with overall event management rather than a qualitative response on the specific content of the brief and what it was asking. This meant that some candidates opportunity to gain further marks was lost. By adding equal focus to the aspects that help them to convey the relevant vocabularies and knowledge to sell their idea as being one that is fully considered, supported and feasible.

Advice to future candidates is to spend more time unpicking the question to tease out and fully understand the expectation and context before responding. Candidates will benefit from strategies to pinpoint the task in hand rather than focus on the overall setting of the question for the commissions.

Candidates that understood what was required fared better and had the allowance of appendices to convey their industry and performing arts focused knowledge. Use of the appendices was well used and represented in the marking of those candidates that maximised this opportunity.


It would be useful for centres to focus candidate's attention to the industry relevant detail, more specifically within the risk assessments and with considerations such as liability insurance and licencing within the budgets required for performing arts work in the industry. Teasing this out differentiates the depth of learning, research, and vocationally relevant learning for the industry. This means supporting the design of their project 'end to end' with the relevant information to realistically support it. This is a fabulous tool for students to learn and take forward in their future careers.

It was pleasing to see that most centre candidates used the exam paper indicators to structure their response, this tool is invaluable to assist the candidate to keep on track and guides a structured response. This format allows the candidate to focus on the required content and quality of the response.

Overall, examiners gained a sense that centre life is getting back to a sense of normality and that candidates' responses were much improved. This has however seen the return of some group work for this assessment which is not advised.


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"> • Unpicked the question more thoroughly to understand the task • made good use of the Appendix • supplied knowledge with more attention to industry relevant details, example; relevant licencing and insurances, vocabulary for performers/ performing companies or outreach work in arts • candidates who used the exam paper format as the structure for their response. 	<ul style="list-style-type: none"> • Missed the attention to industry relevant details • used a holistic structure to respond to the brief • missed vital elements such as budgets, relevance within risk assessments and coherency between the text and appendices • worked in teams and provided similar responses rather than a fully independent submission.

Assessment for learning




The three commissions were well supported by the candidates with no one being used more than any other.

Misconception



A common misconception is that the design of the actual event is the main purpose of this assessment and while it is an important factor it is not the main element of the assessment. Candidates need to make sure that they consider and support their plan effectively. For example, if circus skills are being applied the relevant legal and budget implications need to support this decision. Advice to future candidates is to spend more time unpicking the question to tease out and fully understand the expectation and context before responding. Following the exam paper format is a useful tool to meet the requirements of the assessment in its fullest.

OCR support



Advice to future candidates is to spend more time unpicking the question to tease out and fully understand the expectation and context before responding.

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