

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

PERFORMING ARTS

05850–05853, 05876

Summer 2022 series

Contents

Introduction	3
General overview	5
Comments on individual units	6
Unit 4 – Combined Arts	6

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.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

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).

Project approaches and holistic delivery of programme

The Cambridge Technicals in Performing Arts is a programme that encourages integrated approaches to unit delivery, in this way centres can customise the course to match their preferred art-form, resources and cohort profiles.

The assessment grids are specifically designed to be used holistically and evidence should be applied from a range of performance and workshop opportunities.

Clearly Learning Outcomes and assessment criteria must be covered for each unit delivered but how this is achieved through a project plan is down to the centre.

General overview

The scope of this report covers the qualification overall but the external units of the 2016 suite also have separate reports to centres generated as part of the Awarding process. Centres continue to build in numbers citing increased professional judgement, flexibility of delivery and freedom from excessive administration. As the qualification consolidates and centres become more aware of their own freedom to customise the programme, they are becoming more creative in their delivery approaches while maintaining the standard of evidence and the coverage of the Learning Outcomes.

As in previous years there was a range of cohort sizes across centres with some relatively small groups mostly in centres and registered on the Extended Certificate programme through to large FE cohorts on Diplomas where one or more pathways were offered with a subsequent mix of units submitted for moderation. The choices on the 2016 suite are more restricted given the external units that are required to be delivered and generally centres are opting for the Extended Certificate which means only 2 units are moderated. In any event, centres should think carefully in terms of a moderation and examination assessment plan to help moderation to be scheduled realistically across the two allowed visits, remembering that all non-examined units must be moderated.

There has clearly been a challenging context to the last two years, and this has been reflected in centres using a range of adaptations and an increased need for moderators to be both flexible in their approaches to viewing evidence while maintaining standards. Nevertheless, both optional and mandatory units performed well on all pathways with a wide range of evidence reflective of the centre and candidate art-form choices. Centres were generally adaptive in their use of recorded evidence and produced some innovative formats given the opportunity to do so by the more flexible and dynamic approaches encouraged by the Cambridge Technicals.

As part of the move to a wider range of recorded evidence centres could develop a wider range of recorded evidence, specifically more student-generated capture. Moderators will continue to give guidance on the nature and range of evidence possible on all suites. The centres that used the opportunities within the qualification for maximum integration of units and project approaches to delivery were able to fully customise programmes to meet the needs of students, the resources of the centre and the professional contexts and creative experience of teachers.

The range of units taken by students depends on the suite being delivered as indicated above; however, on the Extended Certificate, the qualification size most favoured by centres as it represents a nominal single A Level choice, there is essentially only one optional unit (Unit 4: Combined arts although internally assessed and externally moderated, is mandatory). Unit 8: Performing repertoire dominated as the choice here, with some centres opting for 6: Improvisation. The larger size qualifications (Diplomas) are based on art-form pathways and so choices are wider and vary but clearly the technique units can carry most of the evidence and should form the basis for performance projects that may integrate other more specialist units. Centres should also be aware that an integrated project approach can include the developmental work needed for the external units. For instance, centres could integrate Unit 4: Combined arts with Unit 2: Proposal for commissioning brief.

The 2016 suite includes externally assessed units designed to test candidate's knowledge and understanding of real professional contexts such as proposal writing and auditioning. The Sample Assessment Materials (SAMs) for these externally assessed units are on the OCR website and centres are encouraged to refer to these at the earliest opportunity.

Comments on individual units

Unit 4 – Combined Arts

Unit 4 Combined Arts is mandatory across all pathways and qualification sizes (except for Musical Theatre Diploma). As the only mandatory moderated unit it can be regarded as the 'flagship' unit and in this way can be the underpinning performance unit for integrated approaches and holistic delivery.

The performance created for Unit 4 can be the vehicle for generating evidence across a range of other technique and skills units. The range of shows seen during moderation across centres is very wide and can include large-scale Musical Theatre productions and small-scale non-narrative interpretations of classical texts.

The choice is down to the centre, but the point is to help students to develop new skills and combine these with existing ones to produce innovative interpretations of existing texts. Deconstruction is a key word from the unit guidance in this context.

New and devised text is possible but there should be a starting point and existing repertoire can provide this more clearly and using these texts doesn't mean that there can't be a very radical re-working of themes and content.

Supporting you

Post-results services

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

Keep up-to-date

We send 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. Most of our courses are 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 and Cambridge Technicals qualifications. [Find out more](#).

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.

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.



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.