



Oxford Cambridge and RSA

Cambridge Technicals Performing Arts

Unit 1: Prepare to work in the performing arts sector

Level 3 Cambridge Technical in Performing Arts
05850 - 05853 & 05876

Mark Scheme for January 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the traditional 40% Batch 1 and 100% Batch 2 deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional lined pages if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add an annotation to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

Question	Teaching content	Marks	Descriptor of levels of response
1	LO1, LO2, LO4	0	No rewardable material
		1-6	<ul style="list-style-type: none"> • Research shows a limited knowledge and understanding of economic, social and cultural contexts and current employment and contractual conditions. • There is a basic description of the chosen vocational role's current progression routes and the proposed materials have limited promotional impact. • There is basic use of performing arts terminology • There is no citation process. • The elements of the portfolio have no reference to the context of the advertisement • They draw upon a limited range of skills knowledge and understanding gained from the learning programme. There is an attempt to describe what skills knowledge and understanding they have that relate to the context of the advertisement and some of the skills, knowledge and understanding referred to are relevant.
		7-12	<ul style="list-style-type: none"> • Research shows a partial knowledge and understanding of economic, social and cultural contexts and current employment and contractual conditions. • There is a clear description of the chosen vocational role's current progression routes and the proposed materials have partial promotional impact. • There is clear use of performing arts terminology. • There is some citation process. • There is some reference to the context of the advertisement but this is inconsistent and does not cover all of the portfolio elements. • They draw upon a range of skills knowledge and understanding gained from the learning programme. There is a description of what skills knowledge and understanding they have that relate to the context of the advertisement and all of the skills knowledge and understanding referred to are relevant.

Question	Teaching content	Marks	Descriptor of levels of response
1	LO1, LO2, LO4	13-18	<ul style="list-style-type: none"> • Research shows a clear knowledge and understanding of economic, social and cultural contexts and current employment and contractual conditions but there remain some inconsistencies to this knowledge and understanding. • There is a thorough explanation of the chosen vocational role's current progression routes and the proposed materials have effective promotional impact. • There is an effective use of performing arts terminology. • There is a clear citation process. • All the elements of the portfolio have clear reference to the context of the advertisement. • They draw upon a wide range of skills knowledge and understanding gained from the learning programme. There is an explanation of how the skills knowledge and understanding relate to the context of the advertisement and benefits are highlighted as to how the skills knowledge and understanding will prepare them for their chosen role.
		19-24	<ul style="list-style-type: none"> • Research shows a detailed knowledge and understanding of economic, social and cultural contexts and current employment and contractual conditions. • There is a comprehensive analysis of the chosen vocational role's current progression routes and the proposed materials are relevant and highly promotional. • Use of performing arts terminology is fluent. • There is an accomplished citation process. • There is clear reference to the context of the advertisement in all elements and this shows a thorough understanding of its wider contexts. • They draw upon a wide range of skills knowledge and understanding gained from the learning programme. There is an explanation of how they have developed their skills knowledge and understanding through the programme and how they relate to the context of the advertisement. The benefits are highlighted as to how the skills knowledge and understanding will prepare them for their chosen role. There is an awareness of how they could further develop their skills.

Question	Teaching content	Marks	Descriptor of levels of response	
2	LO2, LO3, LO4	(a)	0	No rewardable material.
			1-2	Basic understanding of the context of the project. There is limited reference made to the details of advertisement.
			3-4	Partial understanding of the context of the project. There is some reference made to the details of the advertisement.
			5-6	Full understanding of the overall context of the project. There is clear reference made to the details of the advertisement.
		(b)	0	No rewardable material.
			1-2	Limited knowledge and understanding of the role and its potential place in the project.
			3-4	Inconsistent knowledge and understanding of the role and its potential place in the project.
			5-6	Full knowledge and understanding of the role and its potential place in the project.
		(c)	0	No rewardable material.
			1-2	Some description of the course but limited illustration of the experience and knowledge acquired. There is no attempt to place this in the context of the project.
			3-4	A full description of the course and some illustration of the experience and knowledge acquired. There is some attempt to place this in the context of the project.
			5-6	There is a full explanation of the course and how the experience and knowledge acquired will contribute to the project and be further developed.
		(d)	0	No rewardable material.
			1-2	There is limited understanding of possible progression routes into a chosen vocational role. There is no understanding of how the role or route may change in the sector over time.

Question	Teaching content	Marks	Descriptor of levels of response
(e)		3-4	There is a clear understanding of possible progression routes into a chosen vocational role but this is inconsistent. There is some context of sector change in the route and role over time.
		5-6	A comprehensive understanding of possible progression routes into a chosen vocational role is placed into the wider context of development and sector changes.
		0	No rewardable material.
		1-2	There is a basic description of a defined strategy. There is some attempt at using documentary evidence to support the response.
		3-4	There is an explanation of a defined strategy clearly illustrated by reference to the documentary evidence.
		5-6	The documentation is used fluently and with an effective illustration of a defined strategy.

Question	Teaching content	Marks	Descriptor of levels of response
3	LO2, LO4	0	No rewardable material.
		1-2	The piece/presentation is shown without comment or context referencing it to the demands of the project as described in the advertisement.
		3-4	The learner can move with some confidence into a practical showing of performance skills or a technical presentation. There is some attempt at placing the piece/presentation into the wider context of the project as described in the advertisement.
		5-6	The learner can move with complete confidence into a practical showing of performance skills or a technical presentation. There is effective process of placing the piece/presentation into the wider context of the project as described in the advertisement.

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