

Cambridge Technicals Performing Arts

Unit 3: Influential performance practice

Level 3 Cambridge Technical in Performing Arts
05851 - 05853 & 05876

Mark Scheme for January 2023

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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. (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 any way 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"> • Report shows a basic and limited knowledge and understanding of the influence and practice. • Research practice is basic. • A basic description of some the influences is made, with no link to the statement. • There is no evidence of evaluation. • The report is unstructured.
		7-12	<ul style="list-style-type: none"> • Report shows some appropriate knowledge and understanding of the influence and practice. • There is some clear research practice. • A description of the main influences is made with an attempt at making links to the statement. • Evidence of evaluation is limited. • The report has a basic structure.
		13-18	<ul style="list-style-type: none"> • Report shows clear knowledge and understanding of the influence and practice. • Research practice is adequate. • A detailed description of the influences is made, with some links to the statement. • There is some clear evidence of evaluation. • The report has some clear structure.
		19-24	<ul style="list-style-type: none"> • Report shows thorough knowledge and understanding of the influence and practice. • Research practice is competent. • A thorough description of the influences is made, with relevant links to the statement. • There is clear evidence of evaluation. • The report is clearly structured.
		25-30	<ul style="list-style-type: none"> • Report shows comprehensive knowledge and understanding of the influence and practice. • Research practice is coherent. • A comprehensive account of the influences and impact is given in relation to the statement. • There is clear evidence of well-structured evaluation. • The report is clear, fluent and logically structured.

Question	Teaching content	Marks	Descriptor of levels of response
2	LO2, LO3	0	No rewardable material
		1-6	<ul style="list-style-type: none"> • Basic technical ability demonstrated. • No explicit links are made to the statement. • Little or no contrast demonstrated. • The presentation is unstructured.
		7-12	<ul style="list-style-type: none"> • Some technical ability demonstrated. • An attempt to make links to the statement is made. • Some contrast demonstrated. • The presentation has a basic structure.
		13-18	<ul style="list-style-type: none"> • Adequate technical ability demonstrated. • Clear links to the statement are made. • Adequate contrast demonstrated. • The presentation has some clear structure.
		19-24	<ul style="list-style-type: none"> • Sustained technical ability demonstrated. • Clear links to the statement are made and creative intentions are communicated. • Clear contrast demonstrated. • The presentation is clearly structured.
		25-30	<ul style="list-style-type: none"> • Accomplished technical ability demonstrated. • Clear links to the statement are made and creative intentions are communicated consistently throughout. • The demonstration of the contrast is sophisticated throughout. • The presentation is clear, fluent and engaging.

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