

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

PERFORMING ARTS

05850–05853, 05876

Unit 3 January 2023 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.

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Unit 3 series overview

The set task for this unit provides an opportunity for candidates to demonstrate a clear and informed appreciation of key practitioners in the performing arts and their influences on style and repertoire.

The choice of practitioner is an important consideration and 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. It is helpful when a practical appreciation of how a practitioner has created work and what their influences were, rather than simply a theoretical understanding of key facts, is demonstrated.

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.

We saw some very engaging work in relation to the statement again this series as well as some generic biographical accounts of a practitioner. The most successful outcomes presented a report and practical demonstration that were a clear and coherent response to the given 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 comprehensive knowledge and understanding of the practitioner and their influence • used effective research skills 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. 	<ul style="list-style-type: none"> • gave brief and generic biographical information on the practitioner, without understanding the influence this had on their work • did not inform their thinking through any meaningful research practice • 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

'Contemporary performance may provide comfort, or may challenge – but how?'

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]

It is important to appreciate that written responses 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 the wider context (social, historical, political, etc.) 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 and synthesised to fully support connection to the statement.

A practical 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 examples from their way of working and/or their repertoire.

The report should be well-informed, and therefore the research practices and 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 practitioner's 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.

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 apply performance skills and to realise creative intentions and must include two contrasting performance pieces. The contrast can be across or within a discipline. The contrast can come from style, genre, discipline or contrast in mood, atmosphere and/or artistic intentions.

It is important for the practical demonstration to build on existing performance skills and techniques that are already developed to an adequate standard, to be able to demonstrate accomplished technical ability. Performance skills and techniques should be deployed with precision to communicate the intended style, themes and ideas.

It is important when selecting the pieces of repertoire to perform, to fully consider how the pieces prove or disprove the statement. The practical demonstration can include an introduction to the two pieces but does not need to explain why or how they meet the criteria.

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