

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

# PERFORMING ARTS

05850–05853, 05876

**Unit 1 Summer 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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Unit 1 series overview

In this series, a pre-released set task was issued, giving an employment opportunity for candidates to respond to.

The employment opportunity enabled responses that could demonstrate understanding of the unit content, in a realistic, applied vocational context and the level of demand was comparable with all previous series.

The employment opportunity provided a stimulus for candidates to respond to by submitting a written portfolio, a pitch to camera and an audition piece or presentation that is both appropriate for their discipline, and the role they identify to apply for.

The employment opportunity this series was to contribute to 'Festival Folk' a well-known heritage folk festival, which is a celebration of traditional folk culture including theatre, dance and music.

The employment opportunity goes on to state the festival is funded through a mix of subscriptions and grants.

The scenario includes other key factors for candidates to give attention to in terms of how they respond to the employment opportunity in their written and practical work. Examples of such factors include performances mainly take place in the 400-seat Jubilee Hall in the town centre as well as in other smaller venues in the area.

It also states a wide range of technical, production and performance roles are available.

The given scenario provided an opportunity to demonstrate knowledge and understanding of the context of employment in the Performing Arts industry.

It is hoped the following points and observations relating to successful, and less successful, responses will be helpful to you.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• used a persuasive, promotional tone that would be likely to engage a potential employer in this field/type of organisation or situation</li> <li>• identified an appropriate and specific role, such as performer or technician</li> <li>• consistently related their skills, experience, and progression routes to the selected role and made it clear how their skills and experience would be beneficial</li> <li>• fully considered the wider context for this type of employment within the Performing Arts industry</li> <li>• prepared a relevant and technically accomplished audition piece that had connection to this type of work</li> <li>• structured their response in a clear to follow manner.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrated only a basic or limited understanding of promotional intent and showed little awareness of this type of work</li> <li>• did not identify an appropriate or specific or role, and/or swapped roles between tasks and the supporting examples they gave, so their response lacked coherency</li> <li>• misunderstood, or gave incorrect information about some of the employment types or funding types or other contexts relevant to the selected role and/or given employment opportunity</li> <li>• performed an audition piece that either lacked relevance for this employment opportunity, or was not technically of an adequate standard.</li> </ul>

## Question 1

### Festival Folk

#### All folk matter to us!

Festival Folk is a well-known heritage folk festival that takes place in the local area every two years.

The festival has a good following and is a highlight in the performing arts calendar for the region. It is a celebration of traditional folk culture including theatre, dance and music and a great event to attend or take part in.

The festival is funded through subscriptions, grants from trusts and charities. The festival committee also receives a grant from the local council's Visitor Economy budget.

The performances mainly take place in the 400-seat Jubilee Hall in the town centre, but there are also street performances and performances in small venues in the area.

The festival management committee is looking to fill a range of performance and production roles.

If you want to play your part in the next festival, you should prepare a pitch and audition piece for a performance or production role that will be appropriate for the festival.

If folk matters to you as much as it matters to us, then we want to hear from you!

\* Festival Folk is a fictitious organisation.

With reference to one of the roles in the advertisement above, you are required to:

- 1 Prepare to pitch for one of the roles mentioned. Your preparation must include a portfolio of documentation (guide of 1500–2500 words) including:
  - introductory comments on your chosen vocational role, including its current employment conditions and promotional methods. These comments should be made with reference to the advertisement and the role applied for.
  - a report on the economic, social and cultural context of the event outlined in the advertisement.
  - the proposed materials for progression into your chosen vocational role including any ideas and adaptations that you have made to meet the specific demands of the advertisement.
  - your overall progression strategy and how this job opportunity fits into these longer-term plans.
  - references to the skills, knowledge and understanding gained as part of your learning programme.

**[24 marks]**

The written portfolio is a chance for candidates to set a wider context for their response to the employment opportunity and to demonstrate their knowledge and understanding of employment opportunities in the Performing Arts industry. The areas of knowledge covered should be in line with the unit content.

The guide of 1500 to 2500 words is only a guide but responses mostly fitted within this. Responses that were significantly under or over the suggested word count tended to be self-limiting.

The written portfolios seen this series were well organised and clear to follow. The stronger responses were also written with consideration of an appropriate promotional tone. Characteristics of the more successful portfolios demonstrated candidates had researched into employment factors, such as terms and conditions, and from their research had gained a clear appreciation of what it is like to work in the Performing Arts industry. The portfolio could then include relevant, and carefully selected, examples of skills and experience that would engage an employer.

An effective research process should inform the content; information should be taken from valid sources and analysed and synthesised. Findings from the research process should demonstrate relevance to the given scenario. All information sources should be appropriately and consistently referenced. There is scope for a wide range of sources to be used (see below). With these relevant sources, it was valuable when a candidate went beyond the headline information and, for example on the Arts Council website, when a candidate searched for relevant information regarding festivals and carnival art projects.

[Equity](#)

[Guardian Article about Folk Festivals](#)

[Arts Council England](#)

It is required that candidates identify a progression route, and this should be relevant to the role identified and be informed by reliable and valid sources of information. It should also be appropriate for their skills and experience. More successful responses included detailed progression routes, including in the short term what extra training or work experience would be sought, moving to more formal training such as attending drama school, and then including employment relevant to a graduate and longer term dreams and goals.

The most successful written portfolios used performing arts terminology accurately and confidently and were clearly structured. The written portfolio is an opportunity to provide an underpinning context for the pitch to camera.

## Question 2

- 2 Pitch a response to the advertisement to the camera (maximum 10 minutes). Your pitch should include answers to the following questions [6 marks for each]:
- (a) Why have you applied for this project?
  - (b) What role are you interested in and how will this contribute to the project?
  - (c) How will the experience and knowledge that you have gained while on your course be relevant to this project?
  - (d) What is your progression strategy for the next five years?
  - (e) How do you think working on this project will contribute to your progression route?

**[30 marks]**

The pitch to camera should be informed by the work undertaken relating to the written portfolio but should not simply repeat the content.

The purpose is to engage the potential employer and to do this an appreciation of promotional intent should be demonstrated. The pitch should focus on the chosen role and be consistently relevant to the given employment opportunity.

There is a guide of ten minutes for the pitch. It is acceptable to use notes however, the pitch should not simply be the written portfolio read to camera. This series we again saw some candidates simply repeat the information in the written task to camera, reading from cards. It is not a memory test, so to use an aide-memoir is perfectly acceptable, but it is important to remember the intention is to pitch to an employer, in the hope of securing the role.

This is an opportunity to exhibit self-promotional skills in keeping with professional practice in the Performing Arts industry. Again, this series, the work seen was mostly successful in covering all the key points and mostly this was done in a clear and methodical way. The best pitches showed confidence with the style of delivery chosen, and the content was consistently relevant to the given scenario.

The more successful pitches included selected examples of skills and experience to support the promotional comments being made. Again, the best examples were those that were relevant to the selected role as well as having the feel of a fit for purpose 'application' style pitch to a potential employer.



### Question 3

- 3 Audition/presentation piece – present an example of your work to the camera, which is relevant to the advertisement and the role applied for (maximum 5 minutes).

**[6 marks]**

It is a requirement for the audition/presentation to be performed directly at the end of the pitch, with a candidate moving from pitch to audition with confidence and fluency, rather than it being approached as a separate task.

This series saw a considerable number of well selected and relevant audition pieces and/or presentations.

Audition pieces were mostly well rehearsed and of an appropriate length. In some cases, further refinement and selection would have been useful. Some of the more relevant pieces performed in response to this scenario included a drummer playing to Royal Blood '*How Did We Get So Dark*' and a singer performing Florence + the Machine '*You Got The Love*'. There were also variations on folk dances, for example dances inspired by traditional folk dance such as Morris dancing.

It is helpful when reasoning is given for the choice of audition piece, however this should be concise and to the point. Lengthy presentations about the work being performed are not necessary and can take away from the understanding of promotional intent and professional practice.

The more successful audition pieces were fully relevant to the employment opportunity and the identified role and suitable to the candidate's skills and abilities.



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