

Level 3 Cambridge Technical in Performing Arts

Sample Pre-release material

Unit 1: Prepare to work in the performing arts sector



First name										
Last name										
Centre number						Candidate number				

INSTRUCTIONS FOR TUTORS

- This pre-release material must be opened and given to candidates on receipt.
- The candidate will be expected to commence research in preparation for a personal pitch and an audition/presentation piece in response to the advertisement.
- During the 2-week assessment window, the tasks must be carried out under controlled conditions.
- Candidates will require access to a camera to perform their pitch during the assessment window.
- Please refer to the assessment guidance within the unit.

INSTRUCTIONS FOR CANDIDATES

- Answer **all** the questions.
- Upon receipt of this pre-release, you are expected to commence research in preparation for the portfolio, personal pitch and an audition/presentation piece in response to the advertisement.
- You will produce your portfolio, personal pitch and audition/presentation piece under controlled conditions.
- You are permitted to take in a maximum of 4 A4 sides of research notes which have been gathered during the research phase.
- Work must be produced using IT.

INFORMATION

- The total mark for the completion of this task is **60**.
- The marks for each question are shown in brackets [].
- This document consists of **4** pages.

The Coach House Arts Centre*

An exciting opportunity for talented Performers and Creatives.

The Coach House has been funded by a public sector heritage grant to create a community-based festival to include a large-scale performance and other fringe events, and needs your (paid!) help.

The festival will trace the history of this once thriving market town, from the Domesday Book through to the Digital Age and will be performed on the streets, in schools and in community spaces.

The performance, *From Doom to Zoom* will need actors, singers, dancers, variety acts and technicians but we will also be looking for a whole range of other tasks and roles to be taken on, so we are calling for dynamic individuals with the imagination, skills and enthusiasm to help realise the festival.

We guarantee a pitching opportunity to all who apply but the process will be highly competitive - we only want the best!

Apply now

*The Coach House Arts Centre is a fictitious place

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

- 1 Prepare to pitch for one of the roles mentioned in the advertisement above. Your preparation must include a portfolio (guide of 1500-2500 words) of documentation 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]

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]

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

[6 marks]

END OF PRE-RELEASE

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SPECIMEN

Sample Assessment Material

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN PERFORMING ARTS
UNIT 1 - PREPARE TO WORK IN THE PERFORMING ARTS SECTOR

MARK SCHEME

MAXIMUM MARK 60

SPECIMEN

Version: 1.0 Date: September 2017

This document consists of 5 pages

Question	Teaching content	Marks	Descriptor for 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 for 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 for levels of response
2	(a)	LO2, LO3, LO4	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.
	(c)		5-6	Full knowledge and understanding of the role and its potential place in the project.
			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.
	(d)		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.
			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.
			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.

Question		Teaching content	Marks	Descriptor for levels of response
2	(e)		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.
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