



## **Cambridge Technicals Level 3**

### **Performing Arts**

**05850-05853 & 05876**

**Unit 1 Prepare to Work in the Performing Arts Sector**

**OCR Report to Centres June 2018**

## About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

## Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

## Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

## Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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# Unit 1 Prepare to Work in the Performing Arts Sector

## General Comments:

Unit 1 is a 120GLH synoptic unit intended to be assessed at the conclusion of the programme when learners have developed a clear and unique vocational route into the performing arts and when their knowledge and understanding of the industry has been acquired.

## The Portfolio

The exact format of the written portfolio is not specified. It will depend on the creative or technical area or discipline chosen by the learner and can be formal or informal writing. The report, which although benefiting from some structure such as an introductory paragraph and some concluding comments could also, be in note or bulleted form. The writing style can be a formal 'report' style portfolio or more informal written evidence.

There is one employment opportunity / job advert on which the proposal is based; this is the stimulus that will change from series to series.

## The 'pitch' and audition/presentation

The 'pitch' to camera and the audition/presentation should follow on fluently from one to the other. It is not expected that these elements will be filmed on separate occasions and then edited together.

Centres are allowed to add lighting, costume or make-up but this is not compulsory and will depend on candidate choice of material and style of their response, however, these technical elements must not interfere with the fluency referred to above.

The audition piece should not include other performers, even if they are unresponsive and/or silent. An individual response is required.

If equipment needs to be operated (i.e. lighting, sound) during technical presentations this must be done by the candidate and not by a third party being 'cued'.

Teachers must not ask or in any way 'prompt' the questions that form the basis of the 'pitch'; these are intended to be responded to by the candidate and to be prepared responses. It is for the candidate to decide whether these are answered in order or whether they are integrated into a more holistic approach.

The camera should be in a fixed position so the examiner can watch as if they were present.

### Comments on Individual Questions:

#### Question No.

1. Research should be undertaken to provide an understanding of the context for the employment opportunity.

The chosen vocational route should be clearly expressed and the report should be relevant to this.

The promotional intent should be appropriate for the chosen vocational role / current professional practice.

Performing Arts terminology should be used accurately.

The wider contexts for the role, and the employment opportunity should be appreciated so the report is in line with a relevant context.

Knowledge, skills and techniques should be drawn from the wider learning opportunities of the course, as this is a synoptic unit.

2. Clear references should be made to the advertisement.

Knowledge and understanding of the role, and its place in the project, should be demonstrated.

Experience should be outlined to support the explanation of how skills gained have been acquired and how they can be further developed by taking part in the project.

Possible progression routes should be highlighted.

Ideas should be communicated in an engaging manner.

3. The audition piece or technical presentation should be delivered with confidence and demonstrate relevant knowledge, skills and techniques.

There should be clear connections between the practical demonstration and the wider context of the project.

Centres may find the following helpful when preparing for the next series:

- The portfolio can be written in a formal or informal style
- The word count is to provide a recommendation for the amount of learner work we are expecting to see, and work presented for assessment that is either significantly lower or higher than this may not be able to access all the marks available.
- The pitch should be in line with performing arts industry practice and not be 'prompted', for example, in an interview question style.

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- The pitch should be directly to camera.
- The audition piece or presentation should be directly after the pitch, and part of the same recording.
- It is not intended that the portfolio will be read aloud as the pitch, the pitch and audition should follow on from each other, resulting from the broader information and context of the portfolio.
- The response should be considered as a whole, with the portfolio giving a context to fully appreciate the pitch and audition.
- Promotional intent should be considered, this is an application for work, and should be a refined and engaging response to the employment opportunity / job advert.

## About OCR

OCR (Oxford Cambridge and RSA) is a leading UK awarding body. We provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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