



## **Cambridge Technicals Level 3**

### **Performing Arts**

**05850-05853 & 05876**

**Unit 2 Proposal for a Commissioning Brief**

**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 2 Proposal for a Commissioning Brief

### 1. General Comments:

Unit 2 is a 60GLH unit where candidates respond to a brief and scenario to produce a project proposal.

Overall candidates continued to produce some very high standards of work and levels of understanding. There was a noticeable improvement in understanding and evidence of synoptic learning from other units coming through.

### 2. Comments on Individual Questions:

Unit 2 has one question – to select a brief and produce a proposal.

- Candidates who followed the proposal format as on the pre-release - (a) Introduction section that responds to a given scenario; b) Estimates of costs and budgets; c) Details of research, and so on...) produced more fluid responses.
- Some centre styles encouraged candidates to discuss the finer details of the budget and project idea or facilitation in great depth within the text. This led to these candidates focussing in these areas reducing the word count for discussion rather than using and referring to the appendices. Detailed budgets, project plans and timelines should be included in the appendices and used as reference in the text.
- Many candidates did not produce Risk Assessments that were in context or sufficient to cover dangerous aspects of their project idea.

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

- Candidates should consistently relate their answer back to the scenario.
- Each element of their answer needs to be relevant to the commission brief and mindful that generic knowledge that is not relevant, is not included. This will not achieve additional marks unless used as a comparison or to support their rationale.
- This paper allows opportunity for candidates to practice and show their referencing skills.
- Please encourage candidates to use the appendices as much as possible. This is a useful tool. Those that did had more word count to ensure a better quality of rationale for their decisions.
- Please ensure that the legality, risk assessment and health and safety aspects are covered in depth (use the appendices to attach relevant information, charts etc.). These are important aspects of the learning. They need to be relevant to the scenario, not generic.

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- Many candidates discussed legal requirements in the text but did not include the costs for these in their budgets.
- To be current, GDPR could now be considered in the delivery of candidates learning and to use DBS rather than CRB checks.
- Candidates work must be independent. There were a couple of instances where candidates were working to assisted templates or had worked in groups. This opens the centre to plagiarism investigations. There is a natural template given as the candidate works through the exam paper itself.

## About OCR

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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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