



Cambridge Technicals Level 3

Performing Arts

05850-05853 & 05876

Unit 3 Influential Performance Practice

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>

CONTENTS

**Cambridge Technicals Level 3
Performing Arts
(05850-05853 & 05876)**

OCR REPORT TO CENTRES

Content	Page
Unit 3 Influential Performance Practice	4

Unit 3 Influential Performance Practice

General Comments:

Unit 3 is a 60GLH unit where candidates respond to a statement/question to produce a report and a practical demonstration.

Overall, it was pleasing to see continued examples of independent work which is reflective that the candidate truly understood the meaning of the question.

The differences in response seem to lead to the candidates understanding of the question itself.

Comments on Individual Questions:

Question No.

1) The report

In question 1 some candidates wrote more about the practitioner's journey rather than how the practitioner influenced others or supports and gives rationale either for or against the statement. Some responses showed knowledge and understanding of the person's practice but did not tackle the question of influence sufficiently.

To be clear, the candidate needs the knowledge about the practitioner but it is not this knowledge that is being tested.

It is the understanding of 'how and why' the practitioner is being used as an example to evidence the influence. We are looking for what was the practitioner's effect that is their influence rather than a regurgitated history about the practitioner. At level 3 we are testing the understanding and use of knowledge, not directly, the knowledge itself.

Centres should be brave to encourage candidates to research their own examples of practitioners and not stick to just using the practitioners studies that they have covered as their base learning in class. Of course they can use these examples but there is also a multitude of other practitioners out there that will extend their interest and learning.

2) Practical demonstration

The practical elements were on the whole of a good quality. Here are a few observations to clarify how the candidate needs to respond to question 2:

- A **brief verbal** commentary must be used to introduce these but this must be short, to the point and not a pitch or a repetition of the written response. Commentary should be to clarify the contrast between the two pieces describing the links to the statement. Some candidate's creative intentions and links were not clear to assessors.
- The practical submissions **MUST be a demonstration of physical performance work** (for example; acting, singing, dancing, equipment set up or instrument playing), not a power point presentation.
- **There must be no group work submitted. INDEPENDENT RESPONSES ONLY** please.

OCR Report to Centres – June 2018

- Encourage candidates to work to their individual strengths, technical ability is marked on this paper as well as how well their intention, in response to the statement, has been addressed.

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.

© OCR 2018

OCR (Oxford Cambridge and RSA Examinations)

The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Telephone: 02476 851509

Facsimile: 02476 421944

Email: vocational.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office:
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

