

Cambridge Technicals

Performing Arts

Level 2 Certificate/Extended Certificate/Diploma Performing Arts – **05763, 05765, 05768**

Level 3 Certificate/Introductory Diploma/Subsidiary
Diploma/Diploma/Extended Diploma Performing Arts – **05770, 05772, 05775, 05778, 05781**

OCR Report to Centres 2015–2016

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates 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.

OCR will not enter into any discussion or correspondence in connection with this report.

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1. Overview:

The year to September 2016 was the second in which the Cambridge Technicals in Performing Arts levels 2 and 3 was available to be delivered in centres.

Centre assessors continue to appreciate the key characteristics of the qualification; the design of units, the opportunities for synoptic and integrated assessment and the flexibility of evidence formats. These qualities increased professional judgement and resulted in greater ownership of the evidence from learners. As the qualification consolidates centres are becoming more creative in their delivery approaches while maintaining the standard of evidence and the coverage of the Learning Outcomes. In this respect the programme is beginning to establish its own ethos and education context rather than being a reaction or a counter to other more established qualifications.

Level 2 continues to dominate but this has been mainly due to the new level 3 programmes beginning in September and the preference for centres to launch with those re-designed units.

2. General Comments

As last year there was a range of cohort sizes across centres with some relatively small groups through to large cohorts where one or more pathways were offered with a subsequent mix of units submitted for moderation. This sometimes made moderation onerous and the process of claiming complex.

Mandatory units performed well with a wide range of evidence reflective of the centre and learner art-form choices. Centres were generally adaptive in their use of recorded evidence and produced some innovative formats given the opportunity to do so by the more flexible and dynamic approaches encouraged by the Cambridge Technicals. This included some centres who used scanned URSs to provide online links to work. The delivery of optional units reflected the diverse nature of centres although units such as *Performing Scripted Plays* and *Dance Showcase* continue to be popular choices.

As stated few centres went straight into Level 3 last year but indications are that this will significant change in 2016 with Level 2 cohorts progressing on and new centres registering on the new level3 qualifications at an increasing rate. Level 2 will remain as it is currently structured until 2020.

3. Comments on Individual Units

With the relatively small number of centres in the first and second years, and with a diverse range of choices within that small number, it has been difficult to comment or draw conclusions on individual units, many of which may be unique to a specific centre. In subsequent years as the choice and numbers increase it will be possible to identify trends. In any event diversity of centre approaches to the generation of appropriate evidence and to teaching and learning strategies means that units will always produce a wide range of responses.

As indicated above unit evidence is generally responding to the specific approaches of centres and learners, and this is to be encouraged. The whole point of these vocational programmes is that they should respond to local needs and contexts as well as being owned by learners. This range of evidence is clearly possible within the assessment frameworks of the Cambridge Technicals.

4. Sector Update

Centres will be making choices over the next year with regard to newly developed programmes and the Cambridge Technicals will continue to expand in this context, retaining as they do the clear advantages of visiting moderation and streamlined unit design and assessment platforms. The 2016 suite includes externally assessed units designed to test learner's knowledge and understanding of real professional contexts such as proposal writing and auditioning. The Sample Assessment Materials (SAMs) for these new externally assessed units are on the OCR website and centres are encouraged to refer to these at the earliest opportunity.

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