

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 2014–2015

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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 2015 was the first in which the Cambridge Technicals in Performing Arts levels 2 and 3 was available to be delivered in centres. Evidence from moderators and the Chief, who visited most centres across the year, confirmed that the relatively small group of ‘pilot’ centres found operational systems expedient and straightforward once the essential elements of these systems were understood and embraced.

Centres were particularly supportive of the possibilities inherent in two visits and the direct contact with supportive moderators.

Centre assessors also appreciated 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.

2 General Comments

Most centres were delivering level 2 qualifications. 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.

Mandatory units performed well with a wide range of evidence reflective of the centre and learner art-form choices. Centres were generally supported in their use of recorded evidence and produced some innovative formats having been given the opportunity to do so by the more flexible and dynamic approaches encouraged by the Cambridge Technicals. The delivery of optional units reflected the diverse nature of centres although units such as *Performing Scripted Plays* and *Dance Showcase* were popular choices.

As stated few centres went straight into Level 3 last year but indications are that this will significantly change in 2015/16 with Level 2 cohorts progressing on and new centres registering at an increasing rate.

3 Comments on Individual Units

With the relatively small number of centres in the first year, 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.

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 learners knowledge and understanding of real professional contexts such as proposal writing and auditioning.

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